DOCUMENT RESUME

ED 476 380 EC 309 582

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TITLE An Examination of an Alternative Early Intervention Service Delivery Model for Latino Families Whose Children Are English Language Learners. Final Report.
INSTITUTION Connecticut Univ. Health Center, Farmington.
SPONS AGENCY Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE 2003-01-00
NOTE 786p.; Phase III Results Figures in Appendix are not included in the ERIC version.
CONTRACT H324D980040
PUB TYPE Reports - Research (143)
EDRS PRICE EDRS Price MF05/PC32 Plus Postage.
DESCRIPTORS *Delivery Systems; *Disabilities; Early Childhood Education; *Early Intervention; Educational Legislation; English (Second Language); Ethnic Groups; Family Programs; Federal Legislation; *Hispanic Americans; Individualized Family Service Plans; Minority Groups; Models; *Parent Education; Program Descriptions; Socioeconomic Status
IDENTIFIERS *Individuals with Disabilities Education Act Part C

ABSTRACT

The purpose of this study was to describe a research project that investigated an alternative service delivery model for infants, toddlers, and their families who were eligible for early intervention services under Part C of the Individuals with Disabilities Education Act (IDEA). These families were of Latino heritage and had Spanish as their preferred and dominant language. The study included children representing a range of types and levels of disability and behaviors, and families of differing socioeconomic status, all of whom were English language learners. The research design contained an experimental comparison of two service delivery models: traditional early intervention; and early intervention designed to promote learning within family-defined activity settings. Measures were implemented with both groups of children and families yearly for at least two years. Measures included indices of child development and behavior, family background, beliefs, and experiences, and service delivery characteristics, including cost, the use of natural environments for learning, types and intensity of specialized services, type and quality of Individualized Family Service Plan (IFSP) goals, and English language use in activity settings. The last outcome was measured across both parents and children, as the first years of a child's life seem to be the optimum time for dual language learning. Appended are: List of Measures, Procedural Manual, and Measures for Phase I, Phase II, and Phase III, respectively; Brochures; Results Tables for Phase I, II, and III, respectively; and Phase III Results Figures. (Contains extensive references.) (Author)

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An Examination of an Alternative Early Intervention Service Delivery Model for Latino Families whose Children are English Language Learners

Final Report

Grant Number H324D980040
CFDA 84.324D

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January, 2003

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Abstract

An Examination Of An Alternative Early Intervention Service Delivery Model For Latino Families Whose Children Are English Language Learners

The purpose of this study was to describe a research project, which investigated an alternative service delivery model for infants, toddlers, and their families who were eligible for early intervention services under Part C of IDEA. These families were of Latino heritage and had Spanish as their preferred and dominant language. The study included children representing a range of types and levels of disability and behaviors, and families of differing socioeconomic status, all of whom were English language learners. The research resign contained an experimental comparison of two service delivery models: traditional early intervention: and early intervention designed to promote learning within family defined activity settings. Measures were implemented with both groups of children and families yearly for at least two years. Measures included indices of child development and behavior, family background, beliefs, and experiences, and service delivery characteristics, including cost, the use of natural environments for learning, type and intensity of specialized services, type and quality of IFSP goals, and English language use in activity settings. The last outcome was measures across both parents and children, as the first years of a child's life seems to be the optimum time for dual language learning. This study represents a collaboration between the University of Connecticut and Puckett Institute in two states. The Co-Principle Investigators (Bruder and Dunst) have worked together on other early intervention projects. The Part C state offices in each of the states (CT and NC) endorsed this study.

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I. Project Goals and Objectives

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1.4 Develop data monitoring system
1.5 Sequence and format model
1.6 Translate model into Spanish

Objective 2.0 – Model Implementation

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2.3 Assess families
2.4 Implement model and intervention
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2.7 Analyze data

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3.1 Format model description for Internet
3.2 Advertise model and training manuals nationally
3.3 Implement presentation and workshops nationally
3.4 Write journal and newsletter articles
3.5 Disseminate model and training manuals nationally

Objective 1.0 – Model Development

Activity 1.1 - Outline model. This evaluation includes the following steps: recruitment, assessment, intervention, and evaluation.

Activity 1.2 – Develop model content. The model emphasized the identification, use and expansion of family identified activity settings and learning opportunities from which IFSP outcomes and objectives can be developed and implemented, and English language can be acquired. Model content was adapted to include interview procedures to elicit a family's home and community activity settings.

Activity 1.3 – Refine model methodologies. An in depth case study interview procedure was used to identify families' current and future home and community activity settings. The case study measures included Background Information, Activity Setting Instruments, Personal Belief Instruments, Child, Parent, and Family Measures, Cost Measures, IFSP and Instruction al Practices, Activity Setting Based Interventions and Acquisition and Use of the English Language. Project staff identified activity settings by using interview protocols. Interventions were developed to enhance the child's participation within these settings. Interview protocols were revised to ensure that the questionnaires elicited the appropriate information to meet project goals. See Appendix A, D, and G for a copy of Phase I, II, and IIIs List of Measures and Appendix C, F, and I for a copy of the Measures used within each phase of the study.

Activity 1.4 – Develop data monitoring system. Project staff collected data. A data monitoring system was put in place to ensure that data was accurately and effectively collected, entered, and analyzed. The data collected included background information, activity settings, personal beliefs, child, parent and family information, cost information, activity setting based interventions and acquisition and use of the English language. See Appendix A, D, and G for a copy of the List Measures.

Activity 1.5 - Sequence and format model. See Appendix B for a copy of the Case Study Manual (Phase I), Appendix E for a copy of the Routine-based Study Manual (Phase II), and Appendix H for a copy of the Asset-based Study Manual (Phase III).

Activity 1.6 – Translate model into Spanish. The protocols were translated into Spanish and accompany the copies of the questionnaire in Appendix C, F, and I.

Objective 2.0 – Model Implementation

Activity 2.1 – Recruit parents. Recruitment of families began in November 1998. Latino families with children birth to three years of age were targeted and followed to a year. This represented a change from the original proposal, of targeting children birth to 12 months. The reason for the change was to expand the opportunities for more complex language samples. Recruitment efforts included phone calls to early intervention programs throughout Connecticut and North Carolina, informational brochures in English for early intervention service providers and brochures in Spanish for families. In Connecticut, staff called early intervention programs and asked if they could attend a staff meeting to present the project in person and to have the opportunity to meet all the early interventionists and answer any questions they might have. Early interventions would contact the families and ask them if they would be interested in participating in the study and if the early interventionist could share their phone number with the project staff. Subsequently, if the family was interested in participating in the study, project staff contacted the family. In Connecticut recruitment though early intervention programs was very difficult. Staff visited other early intervention programs like Family Resource Centers, Community Playgroups, Libraries, Early Head Start Programs, Clinics, and other community agencies providing services to children birth to three. Staff visited programs to find out what services were offered and attended their playgroups, ESL and/or GED classes where Latino families might be participating. See Appendix J for a copy of the English and the Spanish brochures.

In December 1999, recruitment efforts were modified to include children at risk. To target these families project staff concentrated their efforts in contacting community agencies that provided services to Latino families with children birth three.

Activity 2.2 - Enroll Children. In Connecticut, for phase one of the study **20** children were enrolled in the study. In North Carolina, **20** children were enrolled in the second phase of this study. In Connecticut, for the second phase of the study 23 children were enrolled in the study. In North Carolina, **21** children were enrolled in the second phase of this study. In Connecticut, for the third phase of the study **21** children were enrolled in the study. In North Carolina, 23 children were enrolled in the second phase of this study. Experimental and Early intervention groups were selected randomly for each phase.

Activity 2.3 – Assess families. Specific measures were used to assess families' cultural beliefs, identification of activity settings, child behavioral and acquisition and use of the English Language. Families were assessed throughout their involvement in the study. See Tables 2 and 3 in Appendix B for a list of measures their collection schemes for Phase I. See Tables 6 and 7 in Appendix F for a list of collection schemes for Phase II. See Tables 6 and 7 in Appendix F for a list of collection schemes for Phase III.

Activity 2.4 - Implement model and intervention. Each model for Phase I, II, and III were implemented according to study protocol. See Appendix B for Phase I, Appendix E for Phase II, and Appendix H for Phase III procedural manuals.

Activity 2.5 - Collect Implementation Data. Phase I data was collected until 12/99. Data collection for Phase II began January, 2000. Data collection for Phase III, began January 2001.

Activity 2.6 - Collect comparison data on children not yet receiving model. Comparison data was collected on all families.

Activity 2.7 - Analyze data. See the results section of final report for individual data analyses for each phase of the study.

II. Theoretical Framework

Purpose

It has been suggested that cultural beliefs and values influence parenting behaviors and styles, in turn, influence expectations and outcomes of children (Bornstein, 1991; Edwards, Gandini, & Giovanni, 1996; Goodnow, Miller, & Kessel, 1996; Harwood, Schoelmerich, Ventura-Cook, Schulze, & Wilson, 1996). Cultural beliefs influence the contexts, which families view as learning opportunities for their children, as well as the families' perceptions of disability (Ehrmann, Aeschleman, & Svanum, 1995; Gallimore, Goldenberg, & Weisner, 1993a; Harkness & Super, 1996). In fact, the influence of cultural norms can be more significant than the influence of a specific intervention (Gonzalez-Mena, 1992; Hughes, 1992; Lowenthal, 1996), thus suggesting that a child's sociocultural context (including acculturalization, home and community environment, language history and proficiency, communication style, religious beliefs, values, customs, etc.) be addressed within any model focused on facilitation of child development (Garcia, Coll et al., 1996; Hanson, Gutierrez, Morgan, Brennan, & Zercher, 1997). The variety of cultures represented by families of infants and toddlers who are eligible for early intervention under Part C of IDEA provides an opportunity to explore alternative approaches to the delivery of services (Mallory & New, 1994).

The purpose of this study is to describe a research project, which will investigate an alternative service delivery model for infants, toddlers, and their families who are eligible for early intervention under Part C of IDEA. These families are of Latino heritage and have Spanish as their preferred and dominant language. The study included children representing a range of types and levels of disability and behavioral, and families of differing socioeconomic status, all of whom are English language learners.

The research design contained an experimental comparison of two delivery models: traditional early intervention and early intervention designed to promote learning within families defines activity settings. Measures were implemented with both groups of children and families. Measures included indices of child development, and behavior; family background, beliefs, and experiences, and service delivery characteristics including cost, the use of natural environments for learning, type and intensity of specialized services, type and quality of IFSP goals, and English language use in activity settings. This last outcome was measured across parents and children, as the first years of a child's life seems to be the optimum time for dual language learning (Shore, 1997).

Need

Early Intervention. The field of early intervention has undergone a major shift in service delivery as components of IDEA became mandatory on 7/1/1998. A particular component that has far reaching repercussions is the requirement that all early intervention occurs in the natural environment: those places that a child would participate in, if he/she did not have a disability. The law goes on to identify these environments as being the home, or places in which typical children participate such as child care, nursery schools, and community activities. While this requirement has been in place since the 1986 amendments to IDEA, these latest amendments require a justification for any services not provided in the natural environment.

State and local early intervention programs have struggled with the development of service delivery models that meet the criteria of natural environments. These struggles have resulted, in part, from the services models that were developed by professional) across multiple disciplines) who were trained to provide intervention from a discipline specific focus in places such as clinics or rehabilitation facilities (Kilgo & Bruder, 1997). Further, early intervention has traditionally used a deficit model in which assessment and interventions isolate the skills a child has not yet mastered across the developmental domains of fine and gross motor receptive and expressive language, cognition, social and self-care. A child's development and needs in each of these areas are than written up into in Individualized Family Service

Plan. These lists of needed skills then drive the early intervention services delivered to a child and family (Bruder, Staff, & McMurrer-Kaminer, 1997). These services may or may not be delivered within a child's natural environment.

Family-centered Early Intervention. One of the most important tenents of early intervention in family-centered care (Shelton, Jeppson, & Johnson, 1987). The philosophy recognized that every child is a member of a family (however, it defines itself) and has the right to a home and a secure relationship with an adult or adults. These adults create a family unit and have ultimate responsibility for caregiving, for supporting the child's development, and for enhancing the quality of the child's life. The caregiving family must be seen as constant in the child's life, and the primary unit for service delivery. This becomes most challenging with families of different linguistic and cultural backgrounds, as many have priorities very different from the remedial model of developmental intervention offered by the traditional early intervention program.

An expanded focus on family centered care has resulted in the recommendation that early intervention programs move away from a narrow focus of the child and encompass the broader and self-identified needs of the families (Beckmen, 1996). It has been suggested that the primary goal of early intervention should be to facilitate the parents' primary role of parenting their child with disabilities (Roberts, Rule, & Innocenti, 1998), as they define their needs to be able to do this. Additionally, it has been documented that the social support networks of parents exert strong influences on their child-rearing behavior and attitudes, thus suggesting that early interventionists reconceptualize their model to be more family supportive. Parents who receive more support for the care of young children with disabilities exhibit more positive psychological adaptation and more effective involvement in early intervention programs (Dunst, Trivette, & Jodry, 1997). By changing the focus from child centered to parent family adaptation, both programs and parents have seen beneficial results (Affleck et al., 1090, Robert, et al, 1998).

Influence of Culture and Ethnicity of Families. A large of research evidence indicated that child behavior and development is influences but both the quality of home and community environments and the personal characteristics of people within these settings (Bronfenbrenner, 1979; Bronfenbrenner & Crouter, 1983; Cochran, 1990; Dunst & Trivette). These is also considerable evidence that the home routines and activities within these settings are different for families differing in cultural and ethnic backgrounds (Gallimore, Weisner, Kaufman, & Bernheilmer, 1989; Goodnow, Cashmore, Cotton, & Knight, 1984; Harrison, Wilson, Pine, Chan, & Buriel, 1990), and that the kinds of activities available in different neighborhoods, communities, etc., also vary as a function of ethnic and cultural backgrounds (Floyd & Gramann, et al., 1993a). Furthermore, family values and beliefs associated with different ethnic and cultural groups are known to influence whether or not different home routines and community settings (e.g., natural environments) are viewed as appropriate contexts for learning (Ehrmann et al., 1995), and are settings in which parents desire that their children become involved (Gallimore & Goldenberg, 1993). We also know that cultural and ethnic values and beliefs influence parents' expectations regarding desired and acceptable child behavior in different settings and contexts (Bruder, Anderson, Schutz, & Caldera, 1991; Goodnow, & Collins, 1991; Goodnow et al., 1995). Additionally, we now know that cultural beliefs and values influence the kinds of parenting behaviors and styles parents use (as well as are likely to use) to influence their children's behavior (Edwards et al., 1996; Harwood et al., 1996; Hess Proce, Diskson, & Conroy, 1981; Ichinose & Clark, 1990). Consequently, the fact that home routines or community settings exist and can be used to enhance development must be done within the context of a family's cultural and ethnic belief system, otherwise efforts to promote child competence might "backfire" and in fact have negative consequences (Bernheimer & Keogh, 1995; Bernstein & Stettner-Eaton, 1994; Hanson et al., 1997; Hughes, 1993; Segal, 1985). For example, among families who consider meal time routines a context in which children are expected to be quiet and listen to adults, efforts to promote certain kinds of child behaviors in this setting might be inappropriate and violate cultural norms and expectations (Lynch & Hanson, 1992).

Central Importance of Activity Settings. A review an integration of the cross-cultural literature finds that despite the above differences and variations, one commonality exists that forms the foundation for selecting the particular learning contexts of the proposed early intervention model. The commonality is the fact that families almost universally consider different activity settings as the primary contexts for defining important aspects of family life (Bernheimer & Keogh, 1995; Ehrmann et al., 1995; Floyd & Gramann, 1993; Gallimore, Weisner, Bernheimer, Guthrie, & Nihira, 1993b; Harrison et al., 1990; Hughes, Seidman, & Williams, 1993; O'Donnel, Tharp, & Wilson, 1993). According to Gallimore et al. (1993), activity settings "are the architecture of everyday life (p. 539). They are the 'common stuff' of family like…and reflect a mix a personal and cultural values and parent's beliefs about their children and families" (Bernheimer & Keogh, 1995, p.418). These activity settings include, but are not limited to, family meal times, reading children books at bedtime, participating in storytelling by elders, family rituals and traditions, community festivals and celebrations, etc. (Dunst et al., 1987; Kellegrew, 1994). These particularized activity settings are similar in the sense that they all provide child behavior opportunities and experiences, but differ in terms of their purposes and functions and demands and expectations. Moreover, it is now known that the particular activity settings that define family life are ones that families ascribe special meaning, again including, but not limited to, experiences that parents desire for their children so that children acquire knowledge, skills, attitudes, etc., consistent with family and cultural belief systems. Furthermore, those commonalities have been found in studies of children with (Ehrmann et al., 1995; Gallimore et al., 1989) and without (Gallimore et al., 1993a; O'Donnel et al., 1993) disabilities.

Implications for Theory and Practice. The fact that cultural and ethnic diversity is related to any number of differences in home routines and community settings is important for both theory and practice. Theoretically, any conceptual model useful for understanding the use of different natural settings as the context for learning must include explicit concern for cultural diversity as a factor influencing learning opportunities, which our model does. The implications for practice include explicit concern for: a) family identified activity settings as the basis for early intervention outcomes and services, b) similarities and differences in home routines and community activities across the two models of early interventions, c) parent/family perspectives of the purpose, function, and "meaning" of these environments contexts and use of English language within them, and d) the match between the practices used by interventionists and the parent/family beliefs and values about parenting styles and language. More concretely, we must be absolutely sure that dominant cultural beliefs, attitudes, practices, etc., are not used as the "norm" for what is done with culturally diverse families to increase learning opportunities for children with disabilities. This includes, but is not limited to, such things as a) which routine and settings are, or are not, used as natural learning contexts, b) the roles parents play in these contexts, c) the kind of IFSP formats used to guide practices, d) the language used within settings, and e) implicit or explicit expectations placed in families, etc.

The Latino Population in Early Intervention. As is true when working with families of any culture, individual differences are very important (Lynch & Hanson, 1992). Learning about other cultures should help us to understand the individuals in their cultural context, as opposed to reinforcing a stereotype of a given culture. This consideration is perhaps even more relevant to those of the Latino culture, since their population exhibits a whole range of acculturation and adaptation factors. For example, across the language variable, almost one-third of Puerto Ricans in the mainland U.S. speak little or no English. Yet, within the same group, over ten percent speak little or no Spanish. It is with this word or caution that we refer to cultural norm, with the understanding that no value or belief is uniformly shared by every member of a culture.

The Latino population in the U.S. is growing at a fast rate. For example, the Latino population is continuing to grow on the mainland USA: form 1980 to 1990 the number of Latinos in Connecticut grew 71% from 124,499 to 213,116; nationally this population grew 53%. Data gathered in 1993 by the U.S. Census Bureau suggests that 40 percent of Latino children live in poverty compared to 13 percent of non-Latino white children; the Latino jobless rate in twice that for non-Latino whites; Latino families had median incomes of $23,912, compared with $40,420 for non-Latino whites; and 53 percent of Latinos over the age 24 had a high school diploma, compared to 84 percent of non-Latino whites.

Although there is a large body of research about Latinos in the United States, little of it applies to any one sub-population. The term "Latino" has been used to refer to Mexican Americans in the south West, to Cubans in the South East, to Puerto Ricans in the North East, and to other immigrants from Spanish speaking countries. Often, the literature does not distinguish between these heterogeneous groups. At times, city and state demographics statistics are combined to obtain national figures that no longer differentiate according to Latino categories. To further complicate this issue, Latinos can belong to virtually any race (i.e., white, black, mulatto, American Indian, and oriental, such as in part of the Philippines), and therefore they have been counted in almost any category in census and surveys. It is important to realize that twenty-six separate nationalities are called Latino, and while certain characteristics may be found in each, there is considerable variation.

Even though Spanish-speaking populations have a common language, they are not a homogeneous group. Differing degrees of acculturation, socioeconomic class, educational status, occupation, geographical and racial origins will affect their beliefs and behaviors. Spanish-speaking populations span all socioeconomic classes and educational backgrounds. This diversity influences particular expressions of cultural preferences, as well as the adjustment process to a different society. There is, however, no guarantee that a shared ethnic heritage produces common ethnic identity. Members of particular groups may share a "peoplehood" (historical identification), but if they are from different social classes, they may have very different behavioral styles and "participational identification" (Harry, 1992b). For example, Puerto Ricans differ considerable from other Latino groups, and present some unique characteristics as a minority population: They are U.S. citizens; they move back and forth between the mainland U.S. and the island with relative ease; and they have not uniformly met with improved economic status after migration.

Life in the U.S. has proved difficult for families of Latino heritage for a number f reasons. These include: the loss of family support networks; language barriers; the lack of awareness of community resources; the predominantly rural backgrounds of those migrating or immigrating (limited job skills); the predominantly young age of those moving here; and the fact that Latinos have, or begin to have, large (by U.S. standards) numbers of children.

Parenting Role Within the Latino Culture. It is important to remember that societies are fluid systems subject to changing trends that affect relationships. Latino society is not different, and therefore the women liberation movement has played a major role in redefining traditional marriage and family patterns, as have effects such as poverty and family membership (Harwood, 1992; Harwood et al., 1996). In a traditional dual parent family, as described by Hardy-Fanta and MacMahon-Herra (1981), the father has the ultimate authority in all family matters; the mother is expected to provide nurturance. Although she may discipline the children in small matters, it is the male who is the definitive enforcer to limits and rules. The mother frequently uses the threat of action that the father will take in response to a child's misbehavior as her means of control during the father's absence. In homes where there is no stable male, the mother has no "ultimatle authority" who will follow through on these threats of consequences. Traditionally, there are several alternative family structures when no father is present: a male relative may be called in, or the maternal grandmother, wither alone or with the mother, may fulfill parental functions, including the particularly "male" component of ultimate authority in disciplinary matters. Respect for her age and position contributes to the grandmother's success in having sufficient force to achieve this authority. At a later stage, an older child may supplement the mother and grandmother's parental functions. Because of the stress of immigrations or migration and the lack of support from the Anglo value system for these alternative structures, inconsistency has been frequently observed in the single-parent Latino family. It is important to acknowledge that the term "family" may include members who are relatives, as well as those friends who form the support network.

III. Phase I Model Description

Case Study

Design

The principal goal of the study is the systemic testing of an alternative early intervention service delivery model that is culturally referenced to families' activity settings in natural environments. The goal was accomplished through the implementation of the model, and the collection of the detailed data on the child, family and service outcomes of the participants. Detailed comparisons were performed by statistical analyses on the body of the data collected on the model group and comparison group in order to assess the differential impact of the curriculum.

A longitudinal investigation was undertaken to examine the effects of alternative early intervention service delivery model on child and family outcomes. Families (and infant/toddlers) were of Latino heritage and English language learners. In total 26, children and families were enrolled and randomly assigned to the alternative service delivery model or the comparison group. The comparison children received standard early intervention as documented through their IFSP and delivered by their state funded early interventionists (non-project supported). The children assigned to the alternative model received early intervention delivered by their state funded early interventionist as coached by project staff.

The alternative early intervention model emphasized the identification, use and expansion of family identifies activity settings as learning opportunities from which IFSP outcomes and objectives can be developed and implemented, and English language use can be acquired. Spanish will be used to deliver the intervention initially, until the family requests otherwise. An in-depth interview procedure was used to identify families' current and future home and community activity settings. Interventions were developed to enhance the child's participation within these settings. In necessary, and under family direction, the child's IFSP was refined or changed in order to reflect these emphases. Participatory intervention strategies represented a variety of interventions ranging from family accommodations to child skill building. The foundation of the alternative model was the emphasis on family identified activity settings, which result in meaningful early intervention. It should be noted that activity settings by definition were culturally references and determined by the family. The langue used in the alternative model was both Spanish and English as the activity setting was used and the vehicle for translating Spanish meanings into English equivalents throughout the intervention.

Treatment Approach. The early intervention model, which was used as a treatment variable in this study was adapted from the work on the importance of activity settings to a family's like (Dunst et al., 1998; Gallimore et al., 1993b). The adaptations included interview procedures to elicit a family's activity settings in the home and community. The parent(s) and bilingual research assistants identified these using interview protocols. The family was asked to fill out surveys and research assistants completed observations of the child and family. After these measures were completed, the parent(s), teachers and project research assistants again meet to either: develop intervention outcomes/strategies for the IFSP; or refine the outcomes and strategies for the IFSP (if it has already been completed). At this time, a home and community activity matrix was used to develop an individualized sequence of participatory (e.g., intervention) strategies for the child in the family identified activity settings. The participatory strategies were embedded throughout the home routines and community activities identified by the family. Incidental teaching techniques (Hart & Risley, 1973) were used to provide the learning opportunities (including English language usage) to the child and family. These techniques were modeled and feedback continuously given to the family and other caregivers.

Parents and early interventionists meet a minimum of monthly with the research assistant to develop, refine, and monitor the child and family's individualized model. In addition, the whole team that was working with the family attended biweekly group meetings wit the research assistants to assist in the development and implementation of the activity setting intervention and teaching strategies. Project staff visited each child receiving the alternative model biweekly during the remaining 18 months of the project participation to monitor data collection on the learning activities and use of English. In addition, the participating teaching staff (including therapist) spent two afternoons per month in staff development activities related to the alternative model. Intervention was delivered in Spanish until a family requested otherwise. Part C services requires attention be given to family needs, thus allowing referral to a more formal English language learning program if requested by the family. However, a specific focus of the intervention was ascribing meaning to the activity settings via both Spanish and English language usage, to assist both parent and child to acquire and use English during home routines and community activities.

Measures.

Case Studies. A case study methodology was used to document both the independent and dependent variables because it is especially useful for combining qualitative and quantitative data collection in ways that permit systemic examination of the "ecology" of any number of intervention processes. Additionally, by explicitly including parents as participants in assessing the strengths and limitations of different processes, feedback from efforts to produce "real life" changes can be meaningfully ascertained. This approach seems especially applicable as a strategy for learning the best ways, and under what conditions, child learning opportunities can be increased through families.

The instrumentation for case studies is the case study protocol. A case study protocol includes the purpose of the case study, the focus of the investigation, field procedures to be followed so as to insure reliability, the case study questions the investigator is attempting to answer, and the source of data to be examined/obtained to answer the case study questions. Case study data include but are not limited to, available written documents (e.g., IFSPS), interviews, observations, etc. The validity of case study findings are established through triangulation.

Parent Self-Report and Investigator-Administered Rating Scales. A number of parent self-report scales and investigator-administered rating scales were used to obtain information about both characteristics of home and community activity settings and the outcomes/benefits associated with the use of home routines and community activity settings.

Behavioral Observations. Different measures of both the independent (e.g., increases in use of home and community contexts) and the dependent measures (child functioning, child mastery, and child/family quality of life) were monitored to ascertain how and in what manner the interventions were implemented and benefits/changes associated with the interventions.

IV. Phase II Model Description

Routine-Based Study

Design

The purpose of this study was to increase child participation in home and community activity settings and ascertain the child (use of English), parent/child, and parent/family benefits associated with increased participation. The intervention involves: a) child participation in activity settings and matching child assets (interests, competence, etc.) and b) parent use of responsive teaching as the primary instructional technique for engaging children in activity settings and promoting the use of English.

The study was based on the premise that participation in activity setting matching child assets ought to mirror conditions having both development-instigating and development-enhancing characteristics. Responsive teaching was viewed as an intervention strategy for reinforcing and supporting high levels of child engagement in activity settings and in using English words.

Study participant include 23 children with developmental delays or at-risks for developmental delay and children with disabilities participating in Part C early intervention programs or Part B (619) preschool special education programs and their families. The study included 23 families followed longitudinally over a 5-month period of time. Research staff visited the children and their families once per week, with different visits involving a combination of observations, interviews and investigator ratings of child, parent/child, and parent behavior.

The outcomes of this study included child behavior and development (particularly the development of English), child quality of life, parent/child interactions, parenting confidence and competence, parent and family well-being, parent and family quality of life parent control and choice, and the psychological costs of conducting interventions in activity settings. Self-report, observational, and investigator-administered procedures were used to collect the outcome data.

Measures.

Family Background Questionnaire. This interview protocol was used to obtain child, parent, and family background information needed for ascertaining family structure, SES, etc. measuring different aspects of parents' ethnic, racial, and cultural backgrounds and experiences.

Activity Setting Protocol. This interview protocol was used to identify the home and community activity settings making up the fabric of family life, child interests and the activity settings matching child interests.

Instructional Practices Intervention. This protocol was used to provide parent guidance in using responsive teaching as an instructional strategy.

Family Evaluation of Intervention Practices. This self-report instrument was used for parent to judge the usefulness of the intervention procedures.

Family Activity Settings Log. This self-report instrument was used by a family to record child participation in activity settings and child behavior (e.g., interest) manifested in the activity setting.

Activity Setting Parent Rating Scale. This investigator-administered scale obtains different kinds of information about child and parent behavior associated with child participation in activity settings.

Activity Setting Observation Scale. This observation scale is used to make in vivo rating of child, parent/child and parent behavioral as part of child participation in activity settings.

Child Behavior Characteristics Rating Scale. This global rating observation scale is used to assess different dimensions of child behavioral and interactional style.

Parent Behavior Scale. This global rating scale is used to assess different aspects of parent, parent/child, and parent/family behavior.

Parent Confidence/Competence Scale. This global rating scale is used to assess different aspects of parenting competence.

Developmental Observation Checklist. This self-report instrument is used by a parent to assess child development in four developmental domains (language, social, motor, and cognition).

Everyday Parenting Scale. This self-report scale was used to obtain judgment about parent confidence and competence.

Child and Parent Experiences Scale. This self-report scale measures multiple dimensions of child, parent, and parent/child, and family behavior.

V. Phase III Model Description

Asset-Based Study

Design

The purpose of the study is to investigate an alternative service delivery model for infant, toddlers, and their families were eligible for early intervention services under Part C of IDEA. The families were of Latino heritage and had Spanish as their preferred and dominant language. The study included children representing range of types and levels of disability and behaviors, and families of differing socioeconomic status, all of whom are English language learners. The research design contains an experimental comparison of two service delivery models: traditional early intervention; and early intervention services designed to promote learning within family defined activity settings. The traditional early intervention service delivery model, or comparison group, will continue to receive their early intervention services from their Part C early intervention programs only. The alternative service delivery model will consist of the activity settings matching model, as well as intervention involving a) child participation in activity settings matching child assets (interests, competence, etc.) and b) parent use of responsive teaching as the primary instructional technique for engaging children in activity settings and promoting the use of English. Responsive teaching is viewed as an intervention strategy for reinforcing and supporting high levels of child engagement in activity settings and using English words.

Study participants include 44 children with developmental delays or at-risk for developmental delays and children with disabilities participating in Part C early intervention programs and their families. The study is being conducted in

Connecticut and North Carolina. The study will included 21 families in North Carolina and 23 families in Connecticut, who were randomly assigned to the alternative service delivery model or the comparison group. The families were followed longitudinally over a 6-month period of time. Research staff visited the children and families participating in the alternative service delivery model once per week, with different visits involving a combination of observations, interviews, and investigator rating of child, parent/child, and parent behavior.

The outcomes of this study included child behavior and development (particularly the development of English), child quality of life, parent/child interactions, parent confidence and competence, parent and family will-being, parent and family quality of life, parent control and choice, and the psychological costs of conducting interventions in activity settings. Self report, observational and investigator-administered procedures were used to collect the outcome data.

Measures

Study Explanation Sheet. The Study Explanation Sheet included information needed to fully explain the study to the study participants, obtain informed consent, obtain releases for the child diagnostic reports and developmental records, and explain how families will be compensated for their participation in the study. The study explanation sheet was a guideline for fully disclosing all aspects of the investigation to the participants.

Family Background Questionnaire. This questionnaire was administered in an informal way and asked parents for background information about themselves, their children, and other family members. The information is used for descriptive purposes and for ascertaining the relationship between different background variables and the activity setting and outcome variables.

Diagnostic Reports/IFSPs and IEPs. Child diagnostic and development reports from any program or individual who conducted evaluations and assessments were obtained when available, as were the IFSPs and IEPs for each child participating in the study.

Instructional Practices Log. An Instructional Practices Log was administered at every session to (1) identify the types of family, home, and community activity settings that occur during each visit with the family, (2) identify the Spanish and English words spoken during the activity settings, and (3) what the Research Assistants role was in the activity setting. The activity settings being observed on a particular week depended upon what other collection instruments were being collect during that visit.

Family Evaluation of Intervention Practices. This questionnaire asks the family to indicate whether a number of statements were true, and to what degree, regarding the methods and procedures they are using to provide their children with learning opportunities as part of everyday family and community life.

Family Activity Setting Log. The Family Activity Setting Log was used by the parent for recording child participation in activity settings, child engagement/persistence, child learning, and child enjoyment in activity settings. The activity settings selected by the parent as sources of learning opportunities were recorded along with what day of the week the child participated in the activity setting and whether the child used any English words during the activity setting.

Activity Setting Observation Scale. The Activity Setting Observation Scale was used to measure different aspects of child, parent/child, and parent behavior in the context of specific activity settings. The child and parent were observed by the research assistant in at least five targeted activity settings (i.e. 3 family and 2 community) every other week and assessments were made of six target behaviors. The child and parent were observed in each activity setting as long as it took to obtain 6 to 8 sets of ratings. Each activity setting observation consisted of 30 seconds of observation, up to 30 seconds of recording, 30 seconds of observation, and so forth, until at least 6 but no more than 8 intervals were scored per activity setting.

Activity Setting Parent Rating Scale. The Activity Setting Parent Rating Scale was an investigator-administered scale completed by interviewing a parent respondent about the target activity settings for his/her child. Ratings were made for (1) the individual activity settings identified by a parent as the sources of learning opportunities and (2) different child and parent behavior associated with participation in the activities.

Developmental Observation Checklist. (i.e., DOCS) The DOCS is a 475-item parent completed checklist. Through observation, the DOCS assesses child development in four developmental domains (i.e. language, social, motor, and cognition). The parent is asked to check either a yes or a no response based on the question asked.

Activity Setting Log. The Activity Setting Log was administered at every session to (1) identify the types of family home and community activity settings that occur during each visit with the family, and (2) identify what happened during the activity setting.

Parent/Child Language Assessment. The language assessment is an audiotape of the child participating in activities in the home. Each language sample was taken from a 25-minute audiotape of this parent and child play interaction. The audiotapes were then translated from Spanish to English and transcribed. Transcriptions of the audiotapes were used to form a list of all word attempts and English words spoken by the child during each session. This word list was used to create eight different language assessment categories: 1) total number of novel English words, 2) total number of English words including duplicates, 3) English words spoken during session, 4) total number of two English words spoken, 5) list of all two English words spoken, 6) total number of three or more English word phrases, 7) list of all three or more English words spoken, and 8) number of novel English words spoken not previously recorded.

Outcome Measures. Several different measures will be used as dependent measures for assessing changes in the child and family as children learn English language usage. The measures will all be derived from information provided by families and the audio-recorded language samples taken during sessions 4, 8, 12, 16, 20, and 24 for the intervention group and sessions 1, 2, 3, 4, 5, and 6 for the control group.

VI. Project Impact

Contribution and Current Knowledge and Practice.

The current project expanded the current knowledge base on the effects of an alternative early intervention model for families of Latino heritage who are English language learners in a number of ways. First, the project developed a data base on children of Latino heritage. The data was collected on family background and demographics, child status (developmental behavioral), family status, and early intervention services characteristics. The descriptive analysis added to the growing national data base on outcomes of children enrolled in early intervention, and provided data on early intervention outcomes, children's behavior and family participation in learning opportunities.

Second, the project collected information and the immediate and long-tern effectiveness of an alternative service delivery model that uses family referenced activity settings as early intervention learning opportunities for children with disabilities who are English language learners. The implementation of this model with children and their families provided information to early interventionists, special educators, related service personnel and families intent on improving the involvement and effectiveness of services with families of Latino heritage. The effects of an activity setting approach compared both within and across children, allowing for empirical validation of the model. In particular, information was collected on the use and expansion of activity settings over time.

Third, the project provided and analysis of data collected on the delivery of early intervention in natural group environments (home routines and community activities). These data should enable policy makes, administrators and service providers to make recommendations on service design for early intervention and preschool special education.

Forth, the project analyzed family impact over time. This is a variable often overlooked and it has been recommended as one area, which should be used to measure intervention efficacy.

Fifth, the project provided information of parent, family and child acquisition of English language usage as a result of activity setting language use. This is most important for the future of bilingual education.

Sixth, the project will provide information to those in personnel preparation. This should result in training programs better able to prepare administrators and practitioners to provide effective early intervention and preschool special education to children and their families.

PROJECT RESULTS

Phase I Study.

Method

Participants

Twenty-six families with children 0 to 3 years of age, who use Spanish as their predominant or preferred language and who qualify for Part C services will participate in this study. Children in each site either received early intervention through the typical early intervention system or early intervention through identified home and community settings.

Procedure

A highly focused and structured approach was used to obtain input, activity setting, and output information for assessing efforts to promote the use of home and community activity settings as sources of children's English learning opportunities. Emphasis was on the collection of quantitative data supplemented with the qualitative descriptions to place the quantitative findings in perspective. Qualitative information was recorded in the field notes maintained by each research staff member.

As described above, data collection was anchored in the activity settings as the unit of analysis. This was supplemented with input (family background, acculturation and enculturation, etc.) and output (child, parent, and family functioning) data collection using observational, interviews, and self-report, measures. See Appendix B tables 2 and 3 for a summarization of the scheme and sequence of administration of the study instruments and organization of the data collection scheme according to individual sessions. The study was expected to take approximately 10 – 12 months per child/family with the administration of the various input, activity settings, intervention, and output measures occurring precisely in the order shown.

Measures

Case Studies. A case study methodology was used to document both the independent and dependent variables because it is especially useful for combining qualitative and quantitative data collection in ways that permit systemic examination of the "ecology" of any number of intervention processes. Additionally, by explicitly including parents as participants in assessing the strengths and limitations of different processes, feedback from efforts to produce "real life" changes can be meaningfully ascertained. This approach seems especially applicable as a strategy for learning the best ways, and under what conditions, child learning opportunities can be increased through families.

The instrumentation for case studies is the case study protocol. A case study protocol includes the purpose of the case study, the focus of the investigation, field procedures to be followed so as to insure reliability, the case study questions the investigator is attempting to answer, and the source of data to be examined/obtained to answer the case study questions. Case study data include but are not limited to, available written documents (e.g., IFSPS), interviews, observations, etc. The validity of case study findings were established through triangulation.

Parent Self-Report and Investigator-Administered Rating Scales. A number of parent self-report scales and investigator-administered rating scales were used to obtain information about both characteristics of home and community activity settings and the outcomes/benefits associated with the use of home routines and community activity settings.

Behavioral Observations. Different measures of both the independent (e.g., increases in use of home and community contexts) and the dependent measures (child functioning, child mastery, and child/family quality of life) were monitored to ascertain how and in what manner the interventions were implemented and benefits/changes associated with the interventions.

Results.

Participants

Twenty-six children and their parents were recruited for this study. The participants were Latino families living in the Connecticut and North Carolina. Thirty-five percent (N = 9) of the families were from Guatemala, twenty-three percent (N=6) were from Puerto Rico, another nineteen percent (N = 5) were from Mexico, and the remainder from Peru (N = 4, 15%), El Salvador (N = 1, 4%), and the Dominican Republic (N = 1, 4%). Families participating in the study had been in the United States 1 to 11 years with the majority of families (77%) living in the United States 5 years or less.

Of the twenty-six children who were recruited for the study, eight (31%) were female and eighteen (69%) were male. Children ranged in age from 1 to 58 months. The average age of the children was 24 months old. The mothers' average age was 31 years old and 81% of them were stay at home mothers. Of the twenty-six mothers, 2 (8%) reported completing an associates degree, 4 (15%) reported completing high school or having a GED, and 20 (77%) reported having less than a high school degree. The mean age of partners was 33 years old and 70% of them worked full-time. One (6%) had completed a 4-year college degree program, two (11%) had completed their associates degree, one (6%) had completed high school, and fourteen (78%) reported having less than a high school degree. This information was not provided for the eight families who reported being single without a significant other present.

Within the twenty-six households, 16 (62%) reported that only their ethnic language was spoken in the house. Within the ten families that reported speaking English within the home the majority of families (N = 8) reported speaking English "A Little" (31%). See Table 1 within Appendix K

The total number of families recruited was thirteen (50%) for the intervention group and thirteen (50%) for the control group. Twelve were receiving early intervention services and 14 children were not receiving services. Six families (24%) reported that their child was receiving home-based early intervention services, 2 families (8%) reported that their child received center-based services, and an additional 2 (8%) families reported that their child received a combination of home and center-based services.

Activity Settings Rating Scale. This investigator administered scale obtained different kinds of information about the target child and parent behavior associated with the child's participation in an activity settings. The scale is broken down into three sections: 1) Activity Setting Ratings, 2) Child Use of English, and 3) Parent Ratings. The Activity Setting Ratings encompasses three scores: 1) Child Interest (How much did the child enjoy or was interested in using English in the activity setting), 2) Child Persistence (How much did the child work at using English in this activity setting), and 3) Learning Opportunities (How many different English words did the child use in the activity setting). The Child Use of English section includes five subsections: 1) English Words Used by the Child (number of words recorded), 2) Number of Two or More Word Phrases, 3) Competence (How well did the child use English in the activity settings), 4) Frequency (How often did the child use English in the activity settings), and 5) Range (Besides using English words identified as part of this activity, how many other English words did child use in activity setting). The Parent Ratings section contained three subareas: 1) Psychological Cost (Was it worth more trouble than it was worth to do the activity with the child), 2) Quality of Life (How much did the child participation in the activity setting make life better or more enjoyable for your family), and 3) Parenting (How much did getting the child to participate in the activity setting make you feel good providing your child new kinds of opportunities to learn English). Parents rated their answers on a 5-point Likert scale with 1 being "Not At all" to 5 being "A Great Deal".

From weeks, 3 to 39 parents rated increases across all subsections of the Activity Settings rating, Child's Use of English ratings, and Parent ratings. Parent ratings of Child's Persistence (M = 1.54), and Learning Opportunities (M = 1.39) increased from "Not At All" to "Quite a Bit" (M=4.00, M=4.00) respectively. Parents also rated their children as being competent in their English language usage, using English more often, and increasing their range of English words spoken by the 39th week of the study. See Table 2 within Appendix K.

Activity Setting Observation Scale. This observation scale was used to make in vivo rating of child, parent/child and parent behavioral as part of child participation in activity settings. The scale is broken down into three sections: 1) Activity Setting Ratings, 2) Child Use of English, and 3) Parent Ratings. The Activity Setting Ratings encompasses three scores: 1) Child Interest (How much was the activity setting something the child enjoyed or was interested in doing), 2) Child Persistence (How much did the activity setting get the child to work hard or try his/her best to use English), and 3) Learning Opportunities (How many different opportunities to use English did the activity setting provide the child). The Child Use of English section includes five subsections: 1) English Words Used by the Child (number of words recorded), 2) Number of Two or More Word Phrases, 3) Competence (How well did the child use English in the activity settings), 4) Frequency (How often did the child use English in the activity settings), and 5) Range (How many different English words/phrases did the child use in the activity setting). The Parent Ratings section contained three subareas: 1) Psychological Cost (How much effort did the parent "put into" having the child use English in the activity setting), 2) Quality of Life (How much did the child participation in the activity setting make things better, easier or more enjoyable for the family), and 3) Parenting (How much did the parent seem to enjoy or feel good about providing his/her child the opportunity to use English). Parents rated their answers on a 5-point Likert scale with 1 being "Not At All" to 5 being "A Great Deal".

From weeks 3 to 39, observers rated increases across all subsections of the Activity Settings rating, Child's Use of English ratings, and Parent Ratings. Observers ratings of Child's Persistence (M = 1.92), and Learning Opportunities (M = 2.25) increased to a mean of 3.50 and 4.00 respectively. Observers also rated the children as being competent in their English language usage, using English more often, and increasing their range of English words spoken by the 39th week of the study. See Table 3 within Appendix K.

Personal Cultural Beliefs Questionnaire. Parents rated their beliefs in three areas: 1) child behavior, 2) child learning, and 3) parenting roles. Parents were given cards with statements written on them corresponding to the section. They were asked to rank order each statement from most important (1) to least important (20) for child behaviors, from best way (1) to least best way (16) for child learning, and from most important (1) to least important (17) for parenting roles.

Parent rated the most important child behavior beliefs as 1) belief in god/belief in a greater spirit, 2) confident/self-assured, 3) respect for elders and adults, 4) hard working/does the best possible, and 5) responsible/loyal to others. Parents rated being ambitious/competitive, creative/inventive, has lots of friends/popular with others, in harmony with nature/spiritual wellness, and helpful/cooperative as their least important child behavior beliefs. See Table 4 within Appendix K.

Parents rated the best way for children to learn as 1) providing child interesting toys and materials, 2) believing in a greater being or god, 3) following directions, 4) doing things over and over, and 5) watching what other people do. Parents rated being criticized or punished, repeating what other children do, controlling one's own actions, having lots of successes, and getting older and more mature and the least best way for children to learn. See Table 4 within Appendix K.

Parents rated their most important parenting roles as 1) giving assistance or help, 2) showing child how to do something, 3) providing choices to do things over and over, 4) providing lots of fun activities to do, and 5) answering the child's questions. Parents rated criticizing child/punishing behavior, getting another child to show how, having child make choices or decisions, getting the child "to look" at own actions, and having child figure things out on their own as the least important parenting role. See Table 4 within Appendix K.

Phase II Study.

Method

Participants

The participants are 24 children with developmental delays or identified disabilities involved in Part C early intervention or Part B preschool special education programs, or at-risk for developmental delay. A purposive sampling procedure was used to select children whose language development was between 18 and 24 months.

Procedure.

A highly sequential and structured approach was used to obtain and input, activity settings and output information for assessing efforts to increase the use of home and community activity settings as sources of children's learning opportunities. Emphasis was on the collection of qualitative data supplemented with qualitative description to place the quantitative findings in perspective. Qualitative information is recorded in the field notes maintained by each research staff member.

Data collection during the intervention phase of the study was anchored on activity settings as the unit of analysis. Both input (family background, acculturation and enculturation, etc.) and output (child, parent, and family functioning) data collection will be accomplished using observational, interviews, and self-report measures. See Appendix E for tables 6 and 7 summarizing the data collection scheme and sequence of administration of the study instruments and the organization of data collection schemes according to individual study sessions. The study took approximately 20 weeks (sessions) per child/family with the administration of the various input, activity settings, intervention, and output measures occurring precisely in the order shown. The sequence was necessary in order to be able to separate out the effects of input, intervention, and output variables.

Measures.

Family Background Questionnaire. This interview protocol was used to obtain child, parent, and family background information needed for ascertaining family structure, SES, etc. measuring different aspects of parents' ethnic, racial, and cultural backgrounds and experiences.

Activity Setting Protocol. This interview protocol was used to identify the home and community activity settings making up the fabric of family life, child interests and the activity settings matching child interests.

Instructional Practices Intervention. This protocol was used to provide parent guidance in using responsive teaching as an instructional strategy.

Family Evaluation of Intervention Practices. This self-report instrument was used for parent to judge the usefulness of the intervention procedures.

Family Activity Settings Log. This self-report instrument was used by a family to record child participation in activity settings and child behavior (e.g., interest) manifested in the activity setting.

Activity Setting Parent Rating Scale. This investigator-administered scale obtains different kinds of information about child and parent behavior associated with child participation in activity settings.

Activity Setting Observation Scale. This observation scale is used to make in vivo rating of child, parent/child and parent behavioral as part of child participation in activity settings.

Child Behavior Characteristics Rating Scale. This global rating observation scale is used to assess different dimensions of child behavioral and interactional style.

Parent Behavior Scale. This global rating scale is used to assess different aspects of parent, parent/child, and parent/family behavior.

Parent Confidence/Competence Scale. This global rating scale is used to assess different aspects of parenting competence.

Developmental Observation Checklist. This self-report instrument is used by a parent to assess child development in four developmental domains (language, social, motor, and cognition).

Everyday Parenting Scale. This self-report scale was used to obtain judgment about parent confidence and competence.

Child and Parent Experiences Scale. This self-report scale measures multiple dimensions of child, parent, and parent/child, and family behavior.

Results.

Participants

Twenty-four children and their parents were recruited for this study. The participants were Latino families living in the North Carolina. Fifty percent (N = 12) of the families were from Mexico, another twenty-one percent (N = 5) were from Guatemala, seventeen percent (N = 4) were from Honduras, and the remainder from El Salvador (N = 2, 8%), and Nicaragua (N = 1, 4%). Families participating in the study had been in the United States 1 to 10 years with the majority of families (67%) living in the United States 5 years or less.

Of the twenty-four children who were recruited for the study, eight (33%) were male and sixteen (67%) were female. Children ranged in age from 15 to 28 months with the average age of the children being 21 months old. The mothers' average age was 26 years old and 71% of them were stay at home mothers. Of the twenty-four mothers, 3 reported having completed an associates degree (13%), five reported having completed high school (21%), and sixteen mothers (67%) reported less than a high school degree. The mean age of the partners was 28 years old and 100% of them worked full-time. Two (10%) partners had completed their associates degree, four (19%) reported that they had completed high school or had a GED, and fifteen (71%) reported having less than a high school degree. This information was not provided for the three families who reported being single or separated from their significant other.

Within the twenty-four households, 17 (71%) reported that their ethnic language was spoken only, 6 (25%) families reported that they spoke their ethnic language "a lot" and English "a little", and 1 (4%) family reported speaking their ethnic language "a lot" and English "some". All of the families (100%) reported that they preferred to speak in their ethnic language. See Table 1 within Appendix L.

Family Evaluation of Intervention Practices. Throughout the study, 54 outcome measures were completed by the families. Each family completed between 1 to 4 outcome measures of the intervention practices throughout the course of the study. Overall, families (96.3%) participating within the intervention portion of the study rated the Responsive Teaching Method as fitting easily into their life style and schedule. Parents also reported (93%) these methods as being useful in helping their child learn. Ninety percent of parents reported that the Responsive Teaching Method was useful, effective, and not disruptive to their daily activities. Participation within the study was viewed by parents as helping them to see new learning possibilities for their child (100.0%), helping them to focus on their child's strengths and capabilities (98.2%), and making their interactions with their child more fun and enjoyable (100.0%). See Table 2 within Appendix L

Activity Setting Parent Rating Scale. This investigator-administered scale obtained different kinds of information about the target child and parent behavior associated with the child's participation in an activity settings. The scale is broken down into three sections: 1) Activity Setting Ratings, 2) Child Use of English, and 3) Parent Ratings. The

Activity Setting Ratings encompasses three scores: 1) Interest-Based (How much was the activity setting something the child enjoyed or was interested in doing), 2) Child Engagement (How much did the activity setting get the child to work hard, stay busy, or try his/her best), and Learning Opportunities (How much choice did the child have in terms of doing what he or she wanted in the activity setting). The Child Use of English section includes five subsections: 1) Child's English Words (number of words recorded), 2) Two or More Word Phrases, 3) Child Competence (How well did the child use English in the activity settings), 4) Frequency (How often did the child use English in the activity settings), and 5) Behavior Variation (How many English words did the child use in the activity setting). The Parent Ratings section contained three subareas: 1) Parent Effort (How much effort did it take to get the child to use English in the activity setting), 2) Parenting Confidence (How much did getting the child to use English in the activity setting make you feel good about your efforts), and 3) Parent Competence (How much did getting the child to use English in the activity settings make you feel like you provided your child important kinds of learning opportunities). Parents rated their answers on a 5-point Likert scale with 1 being "Not At All" to 5 being "A Great Deal".

From week 5 to week 19 parents rated increases in the Activity Settings Rating section. Parents rated an increase in their child's enjoyment and interest, child engagement, and learning opportunities by the 19th week. Children's use of English words increased from 1.02 words spoken during the 5th week to 2.72 words spoken during the 19th week. Parents also rated an increase in the child's English competence, the frequency of English word usage, and behavior variations. Parents also rated an increase in their level of confidence and competence and felt they had to use less effort to get their child to use English words. See Table 3 within Appendix L.

Everyday Parenting Scale. This 24-item self-report scale was used to obtain judgment about parent confidence and competence. Items were rated by parents on a 7-point Likert scale with 0 being "Never" and 6 being "Always". Overall, the majority of parents' confidence and competence increased by the end of the study. Parents reported increased confidence and competence in doing fun things with their child, in what they were able to accomplish with their child, and in getting everyday parenting responsibilities accomplished. Parents were also less likely to view themselves as not doing the right thing with their child, not being affectionate, not being a good parent, viewing their child as interfering with what they were doing, and viewing other people as being better at getting the child to listen and behave. See Table 4 within Appendix L.

Child Behavior Characteristics Rating Scale. This global rating observation scale is used to assess different dimensions of child behavioral and interactional style. This scale has three sections 1) Social Responsiveness, 2) Positive Affect, and 3) Negative Affect. Observers rated the child's behavior during the session. Social Responsiveness was rated on a 5-point Likert scale with 1 being the least socially responsive and 5 being the most socially responsive. The Positive and Negative Affect sections of the scale were rated by the observers using a 5-point Likert scale with 1 being "Not At All" and 5 being "Almost All the Time".

By the 20th week, children were viewed by observers as crying and fussing less, and being less withdrawn, listless, and apprehensive. Children were also observed to smile more, be more consolable and more goal directed. See Table 5 within Appendix L.

Parenting Competence and Confidence Scale. This global rating scale was used to assess different aspects of parenting competence. Each item on the scale was rated by parents using a 5-point Likert scale with 1 being the least and 5 being the most. For example, Effort was assessed by parents using the following Likert scale.
Effort = item assesses the amount of effort a parent puts into carrying out everyday parenting and child rearing responsibilities. Assessed in terms of the attention and intensity a parent invests in doing everyday parenting tasks.

1 = Low attention, Low intensity
2 = Some attention, Low intensity
3 = Moderate attention, Moderate intensity
4 = High attention, moderate intensity
5 = High attention, High intensity

Parents were observed as using more effort, strategizing more, and being better able to carry out parenting and childrearing responsibilities by the 20th week. Parents were also observed as being more emotionally attached, being better able to juggle many different household and child rearing responsibilities, and having greater pride in their parenting and child rearing responsibilities. See Table 6 within Appendix L.

Parenting Behavioral Rating Scale. This global rating scale was used to assess different aspects of parent, parent/child, and parent/family behavior. Ten different aspects were measured using this scale 1) Enjoyment, 2) Sensitivity to Child's Interest, 3) Responsibility, 4) Achievement Orientation, 5) Effectiveness, 6) Directiveness, 7) Expressiveness, 8) Warmth, 9) Inventiveness, and 10) Verbal Praise. Items were rated by observers using a 5-point Likert scale. For example, Enjoyment was assessed by parents using the following Likert scale.

Enjoyment – Item assesses the parent's enjoyment of interacting with the child. Is experienced and expressed in response to child's spontaneous expressions or reactions and behavior when interacting with parent.

1 = Enjoyment is absent
2 = Enjoyment is seldom manifested
3 = Pervasive enjoyment but low-intensity
4 = Enjoyment is the highlight of the interaction
5 = High enjoyment

Parents were observed as showing more enjoyment, being more sensitive to the child's interests, being more responsive, effective, and inventive, and being more expressive with their child by the 20th week of the study. See Table 7 within Appendix L

Phase III Study.

Method

Participants

Nineteen children and their parents were recruited for this study. The participants were Latino families living in the North Carolina. Fifty-three percent (N = 10) of the families were from Mexico, another twenty-six percent (N = 5) were from Guatemala, and the remainder from El Salvador (N = 2, 11%), Columbia (N = 1, 5%), and Ecuador (N = 1, 5%). Families participating in the study had been in the United States 2 to 6 years with the majority of families (74%) living in the United States 5 years or less.

Of the nineteen children who were recruited for the study, nine (47%) were male and ten (53%) were female. The average age of the children was 20 months old. Ten children lived with their mother and father, five children lived with their mother and her partner, and four lived with just their mother. The mothers' average age was 26 years old and 68% of them were stay at home mothers. Of the nineteen mothers, 1 reported completing high school (6%), and sixteen mothers (94%) reported less than a high school degree. Level of education attained was missing for two of the mothers. The mean age of the fathers was 31 years old and 74% of them worked full-time. Three (20%) had completed high school, one (7%) had a college degree, and eleven (73%) reported having less than a high school degree. This information was not provided for the four families who reported being single without a significant other present.

Within the nineteen households, 11 (58%) reported that English was spoken in the house, and 8 (42%) reported that English was not spoken in the house. Within the eleven families that reported speaking English within the home the majority of families (N = 9) reported speaking English "Some" to "Quite A Bit" (82%). Two families (18%) reported speaking English "A Little". See Table 1.

The families were recruited from a variety of both public and private service providers working with families who had recently moved to the United States including but not limited to, Part C early intervention programs and public health departments. Parents were recruited who had children just beginning to learn to talk, and who wanted their children to learn English. All of the children in this study qualified for Part C early intervention services in North Carolina.

The total number of families recruited was ten (57%) for the intervention group and nine (43%) for the control group. Due to various family issues, such as, the family moving and children being too ill to continue, the analyses for this study were run based on the participants who continued the study long enough for project staff to collect 4 Parent/Child Language Assessments (i.e. the outcome measure) per family.

Procedure

The study lasted for 24 weeks, and consisted of three sessions of baseline interviews and measurements for the intervention group and one session of baseline interviews and measurements with data collection for the control group. The exact number of weeks it took to complete the study varied because of child illnesses, family vacations, and other life events.

Baseline. Participants were interviewed using investigator-developed protocols to identify the activity settings making up the fabric of family and community life. The participants also identified the activity settings they considered important opportunities where their children could learn English. Daily routines, non-daily routines, family and community rituals and celebrations, and other child, parent, and family events and activities were identified first. Next, participants were asked to identify activity settings they felt would be appropriate sources of learning English for their children. Emphasis was placed on the selection of activities that would be fun and enjoyable for participants and their children and would occur at least three or four times a week.

Intervention. Participants were visited every week for 24 weeks during the intervention phase of the study. At the end of the baseline period and during the first week of intervention, the participants along with research staff developed and implemented procedures for increasing children's use of English words and phrases in activity settings.

The approach used is a child-based intervention that focuses on the activities that were likely to be interesting to the child. Participants were asked to identify the 10 – 12 activities the child would enjoy most and occur in the home or community at least three or four times a week.

Measures

Study Explanation Sheet. The Study Explanation Sheet included information needed to fully explain the study to the study participants, obtain informed consent, obtain releases for the child diagnostic reports and developmental records, and explain how families will be compensated for their participation in the study. The study explanation sheet was a guideline for fully disclosing all aspects of the investigation to the participants.

Family Background Questionnaire. This questionnaire was administered in an informal way and asked parents for background information about themselves, their children, and other family members. The information is used for descriptive purposes and for ascertaining the relationship between different background variables and the activity setting and outcome variables.

Diagnostic Reports/IFSPs and IEPs. Child diagnostic and development reports from any program or individual who conducted evaluations and assessments were obtained when available, as were the IFSPs and IEPs for each child participating in the study.

Instructional Practices Log. An Instructional Practices Log was administered at every session to (1) identify the types of family, home, and community activity settings that occur during each visit with the family, (2) identify the Spanish and English words spoken during the activity settings, and (3) what the Research Assistants role was in the activity setting. The activity settings being observed on a particular week depended upon what other collection instruments were being collect during that visit.

Family Evaluation of Intervention Practices. This questionnaire asks the family to indicate whether a number of statements were true, and to what degree, regarding the methods and procedures they are using to provide their children with learning opportunities as part of everyday family and community life.

Family Activity Setting Log. The Family Activity Setting Log was used by the parent for recording child participation in activity settings, child engagement/persistence, child learning, and child enjoyment in activity settings. The activity settings selected by the parent as sources of learning opportunities were recorded along with what day of the week the child participated in the activity setting and whether the child used any English words during the activity setting.

Activity Setting Observation Scale. The Activity Setting Observation Scale was used to measure different aspects of child, parent/child, and parent behavior in the context of specific activity settings. The child and parent were observed by the research assistant in at least five targeted activity settings (i.e. 3 family and 2 community) every other week and assessments were made of six target behaviors. The child and parent were observed in each activity setting as long as it took to obtain 6 to 8 sets of ratings. Each activity setting observation consisted of 30 seconds of observation, up to 30 seconds of recording, 30 seconds of observation, and so forth, until at least 6 but no more than 8 intervals were scored per activity setting.

Activity Setting Parent Rating Scale. The Activity Setting Parent Rating Scale was an investigator-administered scale completed by interviewing a parent respondent about the target activity settings for his/her child. Ratings were made for (1) the individual activity settings identified by a parent as the sources of learning opportunities and (2) different child and parent behavior associated with participation in the activities.

Developmental Observation Checklist. (i.e., DOCS) The DOCS is a 475-item parent completed checklist. Through observation, the DOCS assesses child development in four developmental domains (i.e. language, social, motor, and cognition). The parent is asked to check either a yes or a no response based on the question asked.

Activity Setting Log. The Activity Setting Log was administered at every session to (1) identify the types of family home and community activity settings that occur during each visit with the family, and (2) identify what happened during the activity setting.

Parent/Child Language Assessment. The language assessment is an audiotape of the child participating in activities in the home. Each language sample was taken from a 25-minute audiotape of this parent and child play interaction. The audiotapes were then translated from Spanish to English and transcribed. Transcriptions of the audiotapes were used to form a list of all word attempts and English words spoken by the child during each session. This word list was used to create eight different language assessment categories: 1) total number of novel English words, 2) total number of English words including duplicates, 3) English words spoken during session, 4) total number of two English words spoken, 5) list of all two English words spoken, 6) total number of three or more English word phrases, 7) list of all three or more English words spoken, and 8) number of novel English words spoken not previously recorded.

Outcome Measures. Several different measures will be used as dependent measures for assessing changes in the child and family as children learn English language usage. The measures will all be derived from information provided by families and the audio-recorded language samples taken during sessions 4, 8, 12, 16, 20, and 24 for the intervention group and sessions 1, 2, 3, 4, 5, and 6 for the control group.

Results

Family Evaluation of Intervention Practices. Each month 8 intervention families rated the helpfulness of the intervention practices. Throughout the study, 30 outcome measures were completed by the 8 families. Each family completed between 3 to 5 outcome measures of the intervention practices throughout the course of the study. Overall, families (100.0%) participating within the intervention portion of the study rated the Responsive Teaching Method as fitting easily into their life style and schedule. Parents also reported (95%) these methods as being useful in helping their child learn. Ninety percent of parents reported that the Responsive Teaching Method was useful, effective, and not disruptive to their daily activities. Participation within the study was viewed by parents as helping them to see new learning possibilities for their child (100.0%), helping them to focus on their child's strengths and capabilities (100.0%), and making their interactions with their child more fun and enjoyable (100.0%). See Table 2.

Activity Setting Observation Scale. The Activity Setting Observation Scale was used to measure different aspects of child, parent/child, and parent behavior in the context of specific activity settings. The observations were broken down into nine distinct categories: 1) Child Positive Affect, 2) Child Negative Affect, 3) Child Engagement, 4) Parent Responsiveness, 5) Parent Elaborations, 6) Parent Directiveness, 7) Parent Positive Affect, 8) Parent Appropriateness, and 9) Parent Effectiveness.

The measures were all derived from samples taken during sessions 4, 8, 12, 16, 20, and 24 for the intervention group and sessions 1, 2, 3, 4, 5, and 6 for the control group. The current analysis used only the first (i.e., Time 1) and the fourth (i.e., Time 4) sample of the control group and the fourth (i.e., Time 1) and sixteenth (i.e., Time 4) sample of the intervention group. These samples were chosen to provide the largest number of subjects in the control (N=9) and intervention groups (N=10).

An analysis of variance was conducted to assess the relationship between the intervention and control groups prior to the study (i.e. Time 1) as well as at Time 4 the 4th (control) and 16th (intervention) sessions. Tables 3 to 11 within Appendix M show the finding of the analysis of variance for the nine observation categories. Analysis of Time 1 data indicated a significant difference between the intervention and control groups for three observation categories: 1) child negative affect, 2) child engagement, and 3) parent effectiveness. The children within the control group exhibited significantly higher levels of negative affect (F (1, 64) = 15.65, p < .00) and significantly lower levels of child engagement (F (1, 64) = 5.19, p < .03) at Time 1. The parents within the control group exhibited significantly lower levels of parent effectiveness (F (1, 64) = 6.39), p < .01) at Time 1.

At Time 4 the intervention group exhibited significantly higher levels of Parent Elaboration (F (1, 64) = 5.58), p < .02). Although significant differences were not found at Time 4 for the 8 other observation categories of the Activity Observation Scale, positive growth was observed in the mean scores of the parents and children participating within the intervention group between Time 1 and Time 4. Tables 3 through 11 within appendix M and Figures 1 to 9 within Appendix N elaborate the growth from Time 1 to Time 4 for the Intervention and Control groups. The intervention group exhibited positive growth from Time 1 to Time 4 within Child Positive Affect, Parent Responsiveness, Parent Elaborations, Parent Appropriateness, and Parent Effectiveness. Parents within the intervention groups also exhibited a decrease in the level of parent directiveness.

Activity Setting Parent Rating Scale. The Activity Setting Parent Rating Scale was an investigator-administered scale completed by interviewing a parent respondent about the target activity settings for his/her child. Three hundred and seventy nine activity settings were rated by families. Activity settings were placed within 21 categories: 1) Arts/Entertainment Activities, 2) Children's Attractions, 3) Clubs and Organizations, 4) Church Activities, 5) Community Activities, 6) Family Outings, 7) Family Routines, 8) Outdoor Activities, 9) Play Activities, 10) Sports Activities, 11) Chores, 12) Gardening Activities, 13) Parenting Routines, 14) Child Routines, 15) Literacy Activities, 16) Physical Play Times, 17) Family Rituals, 18) Family Celebrations, 19) Socialization Activities, 20) Observational Opportunities, and 21) Entertainment Activities.

Correlational analyses were computed for the Activity Setting Parent Rating Scale. The majority of the variables were highly significant. The higher the child's interest in an activity the greater the learning opportunities ($p <.000$), child's competence ($p <.000$), child's engagement, ($p <.000$), parent confidence ($p < .003$), and parent competence ($p < .009$). Lower parent effort was significantly associated with high interest child learning activities ($p < .000$), higher child competence with the learning activity ($p < .000$), and greater child engagement in the learning activity ($p < .001$). As shown in Table 12 within Appendix M, parent confidence and competence ratings were also positively associated with child interest level, learning opportunities, child competence, and child engagement in the learning activity.

Developmental Observation Checklist.

The DOCS is a 475-item parent completed checklist. Through observation, the DOCS assesses child development in four developmental domains (i.e. language, social, motor, and cognition). The measures were all derived from samples taken during sessions 4, 8, 12, 16, 20, and 24 for the intervention group and 1, 2, 3, 4, 5, and 6 for the control group. The current analysis used only the first (Time 1) and the fourth (Time 4) sample of the control group and the fourth (Time 1) and sixteenth (Time 4) sample of the intervention group. These samples were chosen to provide the largest number of subjects in the control (N=9) and intervention groups (N=10) at Time 1 and Time 4 (control = 8 and intervention = 6).

An analysis of variance was conducted to assess the relationship between the intervention and control groups prior to the study (i.e. Time 1) as well as at Time 4 the 4th (control) and 16th (intervention) sessions. Tables 13 through 22 within Appendix M show the finding of the analysis of variance for the child's overall development, cognition, language, social, and motor categories using standard scores and age equivalent scores. As shown in Tables 13 through 22 within Appendix M show analysis of Time 1 data indicated no significant difference between the control and intervention groups within the children's overall development, cognition, language, social, or motor category scores when using the standard scores or age equivalent scores as outcome measures.

Tables 13 through 22 within Appendix M show that no significant differences were found at Time 4 between the intervention and control groups within the children's overall development, cognition, language, social, or motor category scores when using the standard scores or age equivalent scores as outcome measures. However, within 4 short months greater positive growth was observed within the age equivalent mean scores of the control group. As shown by Figures 10 through 14 within Appendix N the control group averaged a greater gain of one and a half months in each area within the 4-month study period.

Parent/Child Language Assessment. The measures were all derived from samples taken during sessions 4, 8, 12, 16, 20, and 24 for the intervention group and 1, 2, 3, 4, 5, and 6 for the control group. The current analysis used only the first (Time 1) and the fourth (Time 4) sample of the control group and the fourth (Time 1) and sixteenth (Time 4) sample of the intervention group. These samples were chosen to provide the largest number of subjects in the control (N=8) and intervention groups (N=8) at Time 1 and Time 4.

Several different measures were used as measures for assessing changes in the child's English language usage. These measures were derived from audio-recorded language samples recorded during session 4, 8, 16, 12, 16, 20, and 24. Each language sample was taken from parent and child play episodes and than transcribed for data coding. Eight language measures were derived from the transcriptions: 1) total number of novel English words, 2) total number of English words including duplicates, 3) English words spoken during session, 4) total number of two English words spoken, 5) list of all two English words spoken, 6) total number of three or more English word phrases, 7) list of all three or more English words spoken, and 8) number of novel English words spoken not previously recorded.

An analysis of variance was conducted to assess the differences between the intervention and control groups on the eight language measures prior to the study (i.e. Time 1) as well as at Time 4 the 4th (control) and 16th (intervention) sessions. Tables 23 through 30 within Appendix M show the findings of the analysis of variance for the eight language measures. As shown by Tables 23 through 30 within Appendix M show no significant differences were found between the intervention and control groups at Time 1 for the eight language measures. At Time 4 the control group showed a significantly greater number of one-word English utterances used by the child during the session ($F(1, 14) = 4.36$, $p < .05$) and a significantly greater number of English words spoken including duplicates through Time 4 ($F(1, 14) = 5.23$, $p < .04$).

As shown by Figures 15 to 22 within Appendix N the control group had gains in their mean scores for each language measure that was greater than the intervention group by the fourth month of the study. At Time 4, the control group had 3.33 greater novel words in their repertoire, 8.37 more English words total that they had spoken, and 6.38 more single English words spoken during session 4 than the control group.

APPENDIX A

Types and Sources of Information for Conducting the Descriptive Case Studies of Home and Community Activity Settings

Measures/Construct	Instruments	Focused Interview	Investigator Administered	Self Report
Background Information	Study Explanation Sheet			
	Family Background Questionnaire	X		
	Child Development/ Diagnostic Reports			
	IFSP's			
Activity Setting Instruments	Home & Community Activity Settings Interview Questionnaire	X		
	Home & Community Activity Observation Scale		X	
	Home Activity Settings Survey			X
	Community Activity Settings Survey			X
Personal Beliefs Instruments	Acculturation & Enculturation Questionnaire	X		
	Personal Cultural Beliefs Questionnaire	X		
Child, Parent and Family Measures	Child Behavior Characteristics Rating Scale		X	
	Developmental Observation Checklist System		X	
	Child Mastery Scale	X		
	Child and Parent Experiences Scale			X
	Parent Enjoyment and Gratification Scale	X		
	Parent Well-Being Observation Scale	X		
Cost Measure	Activity Setting Cost Scale		X	
IFSP's and Instructional Practices	Intervention Plan and Practices Questionnaire		X	
Activity Setting-Based Interventions	Intervention Activity Questionnaire (Home & Community)		X	
Acquisition & Use of the English Language	Language Assessment Questionnaire		X	

EARLY INTERVENTION FOR LATINO FAMILIES

KEY FOR WEEKLY DATA COLLECTION

Week 1
1. Study Explanation
2. Family Background
3. AEQ
4. Personal Cultural Beliefs
5. Child Development Scale

Week 2
1. Activity Setting Interview Protocol
2. Child Behavior Rating Scale
3. Child and Parent Experiences Scale (leave for parent to complete)

Week 3
1. Activity Setting Interview Protocol (Finish Up)
2. Family Activity Setting Log (Explain how to complete)
3. Activity Setting Rating Scale
4. Activity Observation Scale
5. Child/Parent Global Assessment
6. Language Assessment
7. Child and Parent Experiences Scale (pick up)
8. Field Notes

Week 4- 8
1. Family Activity Setting Log (collect from parent)
2. Activity Setting Rating Scale
3. Activity Observation Scale
4. Field Notes

Week 9
1. Family Activity Setting Log (pick up)
2. Activity Setting Rating Scale
3. Activity Observation Scale
4. Language Assessment
5. Child Development Scale
6. Child Behavior Rating Scale
7. Child/Parent Global Rating Scale
8. Field Notes

Week 10
1. Family Activity Setting Log (pick up)
2. Activity Setting Rating Scale
3. Activity Observation Scale
4. Field Notes

Week 11-15
1 Family Activity Setting Log (pick up)
2. Activity Setting Rating Scale
3. Activity Observation Scale
4. Field Notes

Week 16
1. Family Activity Setting Log (pick up)
2. Activity Setting Rating Scale
3. Activity Observation Scale
4. Child Development Scale
5. Child Behavior Rating Scale
6. Child/Parent Global Rating Scale
7. Field Notes

Week 17-22
1. Family Activity Setting Log (pick up)
2. Activity Setting Rating Scale
3. Activity Setting Observation Scale
4. Field Notes

Week 23
1. Family Activity Setting Log (pick up)
2. Activity Setting Rating Scale
3. Activity Observation Scale
4. Language Assessment
5. Child Development Scale
6. Child Behavior Rating Scale
7. Child/Parent Global Rating Scale
8. Field Notes

Week 24-27
1. Family Activity Setting Log (pick up)
2. Activity Setting Rating Scale
3. Activity Observation Scale
4. Field Notes

Week 28
1. Family Activity Setting Log (pick up)
2. Activity Setting Rating Scale
3. Activity Observation Scale
4. Language Assessment
5. Child Development Scale
6. Child Behavior Rating Scale
7. Child/Parent Global Rating Scale
8. Field Notes

Week 29-31

1. Family Activity Setting Log (pick up)
2. Activity Setting Rating Scale
3. Activity Observation Scale
4. Field Notes

APPENDIX B

Alternative Early Intervention Service Delivery Models for Latino Families
Whose Children are English Language Learners

CASE STUDY MANUAL

Promoting the Use of Home and Community Activity Settings as Sources of Children's English Learning Opportunities

March, 1999

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U. S. Department of Education – Grants Under the Individuals with Disabilities Education Act (IDEA)
Research and Innovation to Improve Services and Results for Children with Disabilities (CFDA 84.324D)
Directed Research Projects – Focus 7
"An Examination of an Alternative Early Intervention Service Delivery Model for Latino Families Whose Children are English Language Learners"

A. ABSTRACT

The purpose of this proposal is to describe a research project which will investigate an alternative service delivery model for infants, toddlers and their families who are eligible for early intervention services under Part C of IDEA. These families will be of Latino heritage and have Spanish as their preferred and dominant language. The study will include children representing a range of types and levels of disability and behaviors, and families of differing socioeconomic status, all of whom are English language learners. The research design will contain an experimental comparison of two service delivery models: traditional early intervention; and early intervention designed to promote learning within family defined activity settings. Measures will be implemented with both groups of children and families yearly for at one year. Measures will include indices of child development and behavior, family background, beliefs, and experiences; and service delivery characteristics, including cost, the use of natural environments for learning, type and intensity of specialized services, type and quality of IFSP goals, and English language use in activity settings. This last outcome will be measured across both parents and children, as the first years of a child's life seems to be the optimum time for dual language learning. This proposal represents a collaboration between the University of Connecticut and Puckett Institute in two states. The Co-Principal Investigators (Bruder and Dunst) have worked together on other intervention projects. The Part C state offices in each of the two states (CT and NC) have endorsed this proposal.

INTRODUCTION

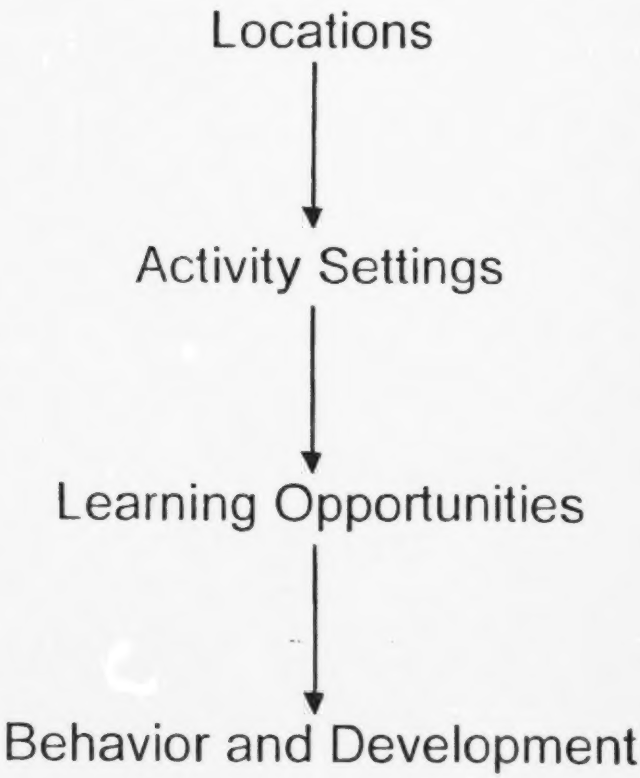
The purposes of the study described in this manual are to: (1) promote and increase the use of home and community activity settings as sources of children's learning of English and (2) evaluate the effects of different approaches and strategies for both enhancing child learning of English and positively affecting child, parent, and family quality of life in the context of activity settings. The investigation is an intervention study to compare two interventions. One intervention deliberately attempts to use activity settings, and the learning opportunities occurring within them, to influence changes in the child's use of English. The other intervention is those services provided by the traditional Part C early interventionists.

The activity setting intervention will focus on both home and community activity settings as sources of learning opportunities. Figure 1 shows a framework depicting the relationship between locations as sources of activity settings, activity settings as sources of children's learning opportunities, and learning opportunities as experiences affecting child behavior and development and parent/family functioning. The use of activity settings as sources of learning opportunities will be done using this hypothesized sequence of relationships as a model for structuring the conduct of the interventions.

The study is guided by an ecological framework that considers environmental context an important factor influencing the kinds of learning opportunities a child experiences as part of family and community life (Dunst, Bruder, et al., 1998a, 1998b). (This framework is described in more detail in a later section). The anchor for implementing the interventions and evaluating the effects of the interventions are activity settings. Activity settings are the experiences, opportunities, etc. that take place (either preplanned or serendipitously) in different home and community settings that "give rise" to multiple kinds of learning opportunities. How different

Figure 1

Hypothesized Relationship Between Locations, Activity Settings, Learning Opportunities, and Behavior and Development


Locations
Activity Settings
Learning Opportunities
Behavior and Development

kinds of learning opportunities occurring in activity settings influence children's use of English constitutes the focus of the investigations.

As described in the CASE STUDY APPROACH section of the manual, the effects of introducing English in existing activity settings is assessed in relationship to individual activity settings. This approach focuses all aspects of the study on activity settings and the value-added benefits of different methods and approaches for using environmental contexts as sources of children's learning opportunities.

Overview

The activity setting intervention involves: (a) the identification of the activity settings making up the fabric of either family or community life, (b) selection of the activity settings a parent considers appropriate learning contexts for his or her child, (c) the English words or phrases the parent wants his or her child to practice or learn in the context of activity settings (including the reasons a parent considers these important), and (d) efforts to increase the child's and parent's use of English in the activity settings. If necessary a "structure" to facilitate the use of activity settings as sources of children's learning opportunities will be developed.

CONCEPTUAL FRAMEWORK

The Project's research and associated activities are guided by an ecological framework (Dunst, Bruder, et al., 1998a) that considers different locations (home, community, early intervention/ECSE programs, etc.) and the activity settings within those locations as sources of development instigating experiences and opportunities (Bronfenbrenner, 1979, 1992). The Institute takes as a basic premise the fact that the events, experiences, opportunities, and activities of a developing child evoke different roles, forms, and types of child behavior, and that participation in these activities invoke objects, people, and experiences that further influence and shape child competence and development (Bronfenbrenner, 1979). These events and experiences collectively are referred to as microsystems or activity settings (Bronfenbrenner, 1979).

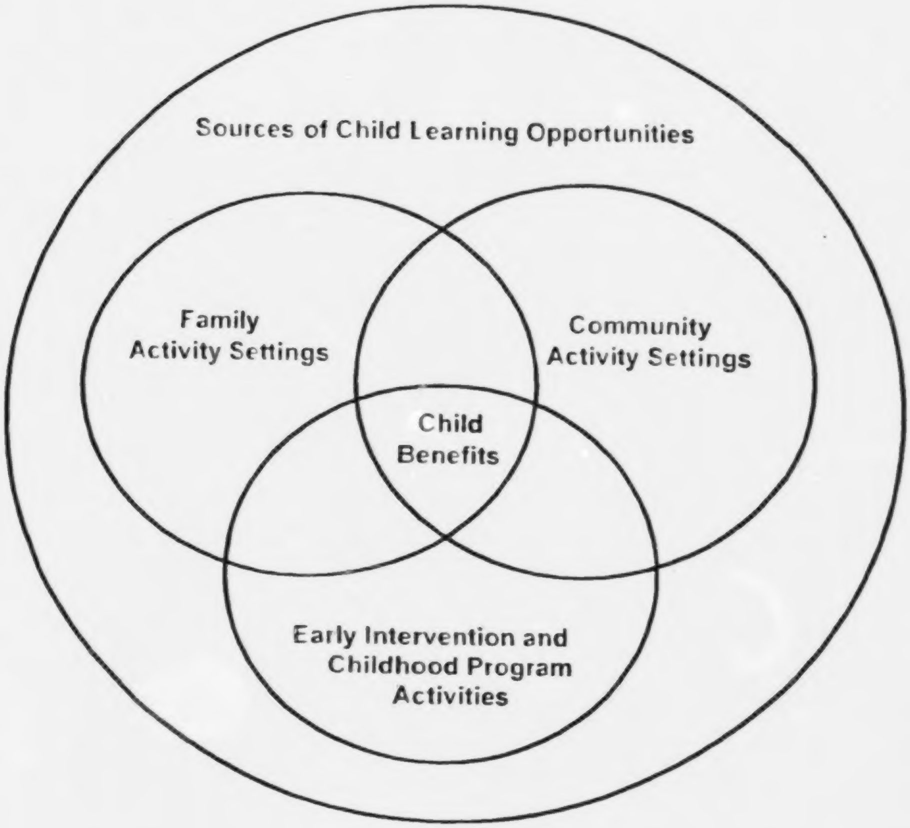
An important aspect of an ecological approach to understanding human development is an appreciation of the many different locations, settings, and sources of learning opportunities available to and afforded children. Figure 2 shows a simple but useful way of depicting these major sources of child learning opportunities (Bronfenbrenner, 1992). Sources of learning opportunities include family activity settings, community activity settings, and early intervention and early childhood program learning activities. Accordingly, child learning opportunities ought to be maximized when development-enhancing opportunities are experienced in all three types of settings. The comparison of the conditions optimizing child benefits resulting from learning opportunities in the family and community versus the child benefits resulting from what the child experiences in his or her early intervention or preschool program is the main focus of the Project's research efforts.

Activity Settings as the Unit of Intervention

According to Bronfenbrenner (1979, 1992) and O'Donnell, Tharp, and Wilson (1993), human behavior exists contextually, and is influenced by the physical as well as social environments experienced by a person or persons in different settings and locations. A concept that has taken on central importance in a number of theories and conceptualizations for understanding human development in the context of specific places and locations is activity setting and its many variants (Boyce et al., 1983; Bronfenbrenner, 1977, 1979; Gallimore et al., 1989, 1993a, 1993b; Jensen et al., 1983; O'Donnel et al., 1993; Mithang, 1996; Trivette et al., 1996). Operationally, an activity setting is an experience, occasion, event, etc., that takes place

Figure 2

Framework for Conceptualizing Sources of Children's Learning Opportunities


Sources of Child Learning Opportunities
Family Activity Settings
Community Activity Settings
Child Benefits
Early Intervention and Childhood Program Activities

in time and space, and which provides a person or persons opportunities influencing interactions and transactions with his or her animate and inanimate environment (Bronfenbrenner, 1979; Mithang, 1996). According to Bronfenbrenner (1991), activity settings (microsystems in his terminology) have development-enhancing consequences when their features evoke behavior that sustains interactions, and the behavior restructures and alters the social and physical environment in ways that promotes competence and enhances development.

Although discussions and descriptions of activity settings almost always include the assertion that they are comprised of multiple components and elements (people involved, physical features, cultural influences, purposes, etc.), we have found it useful to separate activity settings themselves from the factors shaping the occurrence of activity settings, the behavior expectations for different activity settings, the purpose of the activity, etc. (Dunst, Bruder, et al., 1998b). Additionally, we have found it useful to make a distinction between the location of activity settings and the kinds of experiences, opportunities, etc., occurring within activity settings (see Figure 1 above and Figure 3 below). For example, whereas Bronfenbrenner (1979, 1992) describes homes, child care centers, playgrounds, etc., as activity settings, we consider these the locations of activity settings. Likewise, we consider locations such as the home as including many sublocations, including, but not limited to, the kitchen, family room, bathroom, etc. We operationally define these as the micro-locations of activity settings. Furthermore, any one micro-location includes many different kinds of macro- and micro- activity settings. For example, a kitchen includes the sink, cabinets, table and chairs, etc., all of which set the occasion for many different kinds of learning opportunities, which in turn give rise to all kinds of different behavior. Figure 3 shows the distinction between the macro- and micro- locations of activity settings, the kinds of macro- and micro- activity settings occurring in two different locations, the kinds of learning opportunities arising from participation in the activity settings, and the behavior consequences of the learning opportunities. Figure 3 is the operational framework for the ways in which activity settings will be identified and used as sources of children's learning opportunities in this intervention study.

Kinds of Activity Settings

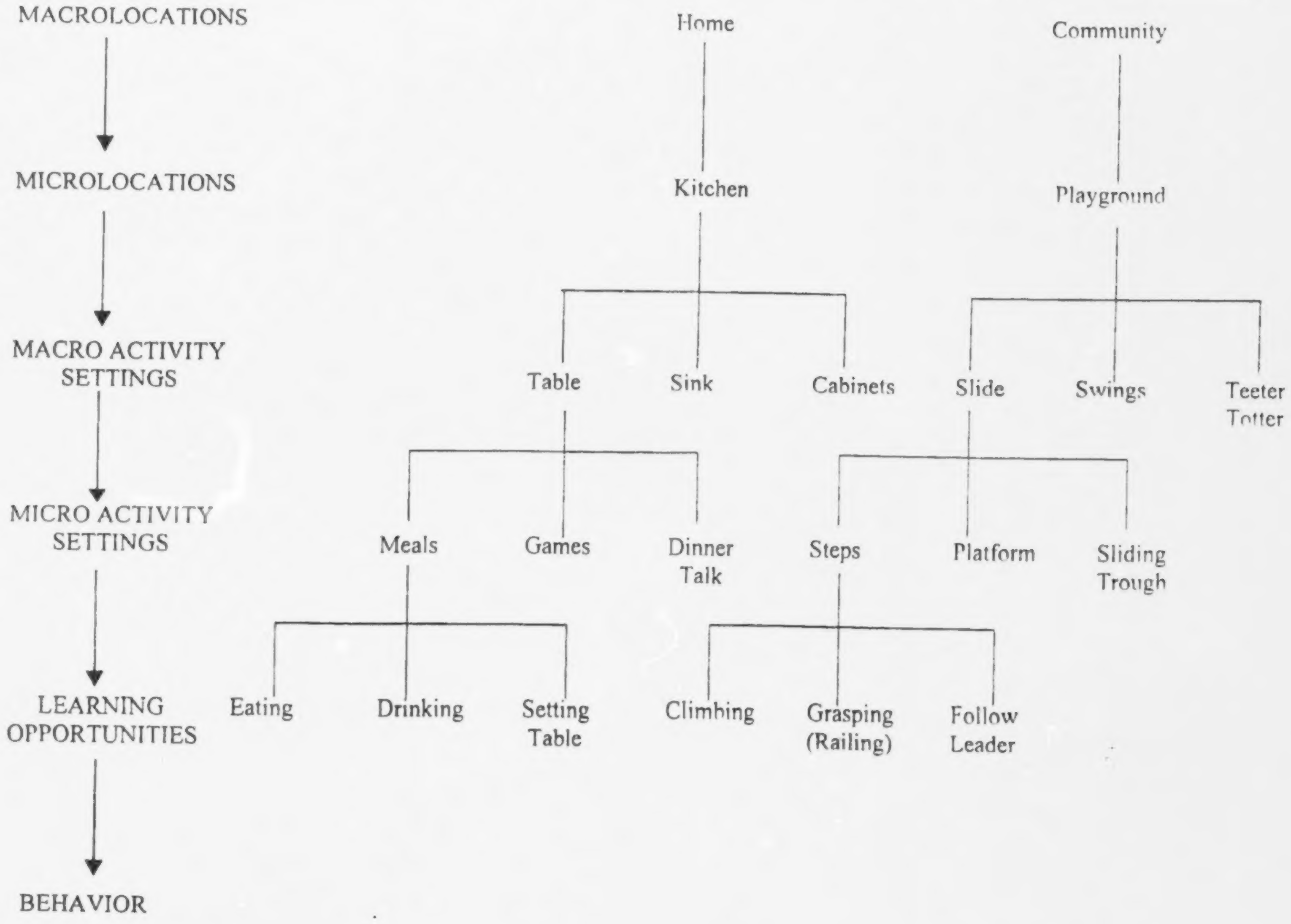
A review of the literature on activity settings, broadly defined, finds that family and community life is characterized by different kinds of experiences and events, described by such terms as routines, rituals, celebrations, traditions, and so forth (Boyce et al., 1983; Cheal, 1988; Dunst et al., 1987; Dyck, 1992; Ehrmann et al., 1995; Fiese, 1992; Fiese et al., 1993; Gallimore et al., 1993a, 1993b; Kellegrew, 1994; McCubbin & Thompson, 1987a, 1987b; O'Donnel et al., 1993; Rosenthal & Marshall, 1988; Sprunger et al., 1985; Trivette et al., 1996; Troll, 1988; Wolin & Bennett, 1984). These different kinds of experiences are considered the contexts of activity settings. These particularized activity settings are similar in the sense that they all provide child behavior evoking opportunities and experiences, but differ in terms of their purposes and functions, and demands and expectations.

Kinds of Learning Opportunities

Both a content and functional analyses of learning opportunities available to children birth to six years of age finds that they vary on a continuum according to whether they are low or high demand activities and whether they are planned or serendipitous learning opportunities.

Low vs. high demand learning activities. Low demand activities such as watching parades or listening to storytellers are learning opportunities that have lots of "degrees of

Figure 3
Framework for Differentiating the Macro- and Micro- Activity Settings in Two Locations within the Home and Community


MACROLOCATIONS
MICROLOCATIONS
MACRO ACTIVITY SETTINGS
MICRO ACTIVITY SETTINGS
LEARNING OPPORTUNITIES
BEHAVIOR
Home
Community
Kitchen
Playground
Table
Sink
Cabinets
Slide
Swings
Teeter Totter
Meals
Games
Dinner Talk
Steps
Platform
Sliding Trough
Eating
Drinking
Setting Table
Climbing
Grasping (Railing)
Follow Leader

freedom" in terms of how children are involved in the activities and what is learned. High demand activities are ones that require a child to engage in a particular kind of behavior where the activities have few degrees of freedom. These include such things as hitting a ball with a bat, singing in a choir, playing board games, etc. Both low and high demand activities as well as the many kinds of learning opportunities falling along a continuum in between provide children a mix of activities influencing acquisition of various forms of child behavior and development.

Planned vs. serendipitous learning activities. Learning activities can be either preplanned where they have specific goals and purposes, or can occur as the result of opportunities and experiences not having a priori goals and purposes. Library storytimes, baby exercise classes, and swimming lessons are examples of planned learning activities. Serendipitous learning activities are ones that arise from experiences not directly afforded young children, but rather are ones which occur as a result of other kinds of opportunities and events. These include such things as "going along" to a ball game with an older sibling, going food shopping with a parent, visiting a neighbor, etc.

Characteristics of Development-Enchancing Learning Opportunities

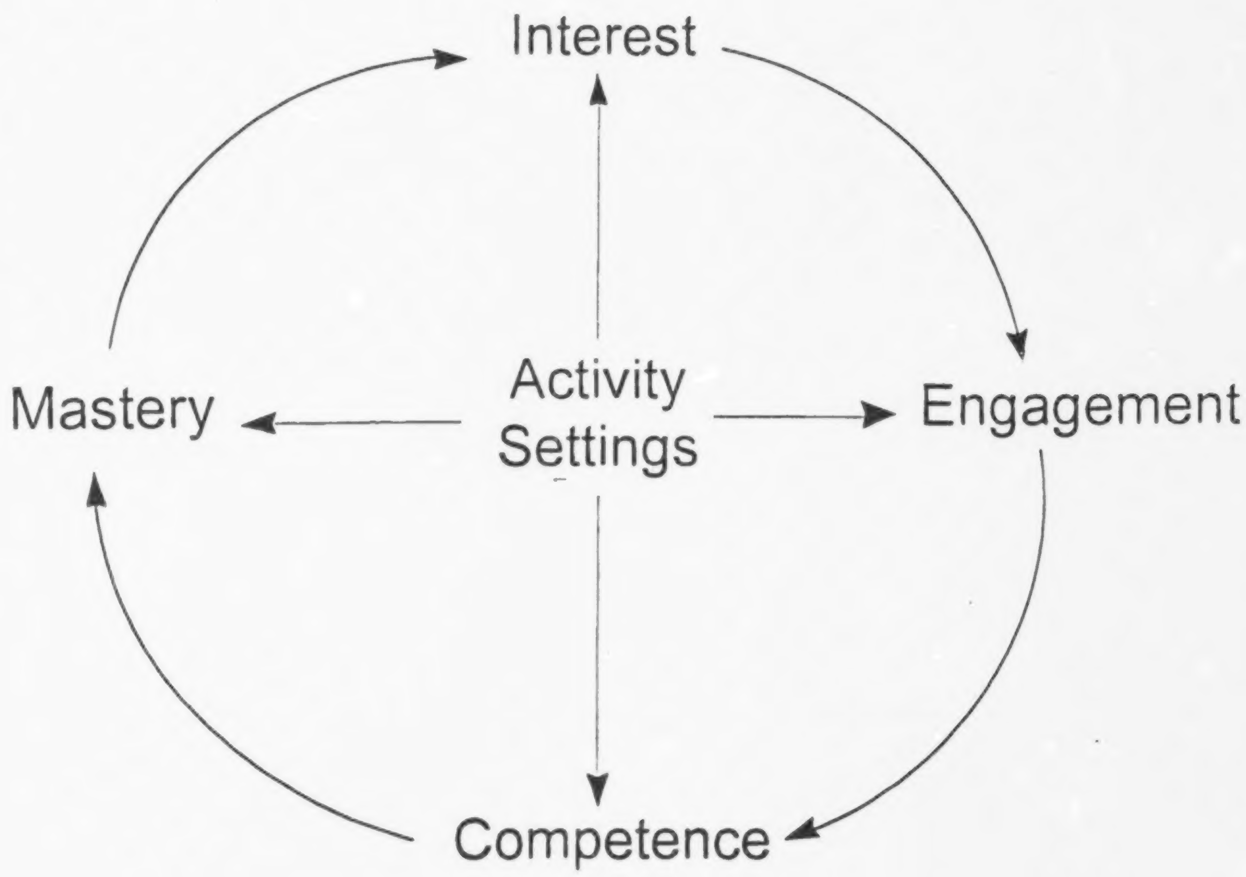
Research on child development and the factors optimizing positive developmental outcomes has demonstrated that when learning matches child interests, the likelihood of the learning opportunities strengthening functioning is enhanced considerably (see e.g., Bond, 1982; Bronfenbrenner, 1992; Goldberg, 1977; Lamb, 1981; MacTurk & Morgan, 1995; Nelmark et al., 1985; Uzgiris & Hunt, 1987). Figure 4 shows the relationship between child interests and child competence, and how activity settings influence both. Interests are things children like to do, things that motivate them to do something, things that "turn them on," things they find exciting, things that are fun and enjoyable to do, etc. Competencies are the knowledge, skills, capabilities, etc., strengthened and learned from participation in desired activities. Relationally, learning activities matching child interests lead to engagement in desired activities; displays of competence in these activities is a condition strengthening functioning; enhanced functioning is what promotes an increased sense of mastery; and mastery is what motivates continued interest. To the extent possible, learning activities that mirror the "flow of influence" shown in Figure 4 ought to be the ones that maximize child benefits.

Input and Output Model

Separating activity settings from their causes and consequences necessitates that additional aspects of these learning opportunities be considered if we are to more fully understand how these events and experiences have development-enhancing qualities. A simple but useful way of describing these factors is to specify both the inputs and outputs of activity settings. Inputs refer to the range of factors that make certain activities desirable or undesirable satisfaction, and child, (e.g., personal and cultural values and beliefs); the factors that contribute to the content, purpose, and function of the activities; the factors that influence the behaviors expected for a child within the context of activity settings; and the factors that influence parents' and other family members' roles in shaping desired behavior. Inputs also include deliberate attempts (interventions) to influence the kinds of activity settings and learning opportunities provided or afforded young children. Outputs refer to the consequences of the joint influences of inputs and activity settings on child, parent, and family behavior and functioning. The way in which inputs (and interventions as one category of inputs), activity settings, and outputs are related is shown in Figure 5. Separating activity settings from their inputs and outputs both recognizes the fact that the same activity setting can have different outputs, and that different

Figure 4

Relationship Between Child Interest and Competence


Interest
Activity
Settings
Mastery
Engagement
Competence

activities can have the same outputs, depending on various inputs, thus permitting a more direct test of the empirical relationship between inputs, activity settings, and outputs. The classes of input, activity setting, and output variables being examined in this study are shown in Table 1.

Input variables include, but are not limited to , the place and demographics, ethnicity, cultural beliefs and values, both the psychological and financial costs associated with the occurrence of activity settings, child age, his or her disability and severity of delay, the kinds of early intervention and early childhood practices used to identify goals and outcomes, and the methods used to promote acquisition of desired behaviors, etc. As noted above, activity settings include an array of experiences and opportunities that have variously been described as routines, rituals, celebrations, and traditions occurring as part of both family and community life. Output variables include child behavior and development, child mastery and competence (especially of English), parent enjoyment and gratification resulting from child achievement, parent control over and choice of desired activity settings, life satisfaction, and parent and family quality of life.

Operational Framework

According to Bronfenbrenner (1992), the behavior of a developing child is influenced by two sets of forces: (1) the environments experienced by the child (e.g., home routines, community activities, family traditions, community celebrations, etc.) and (2) the characteristics of the people in these environments, including those of the developing child. Accordingly, the extent to which different kinds of experiences are likely to have favorable influences is jointly determined by the quality of environmental opportunities and person characteristics. The study

Figure 5

Model for Depicting the Relationship Between Input Variables, Activity Settings, and Output Variables

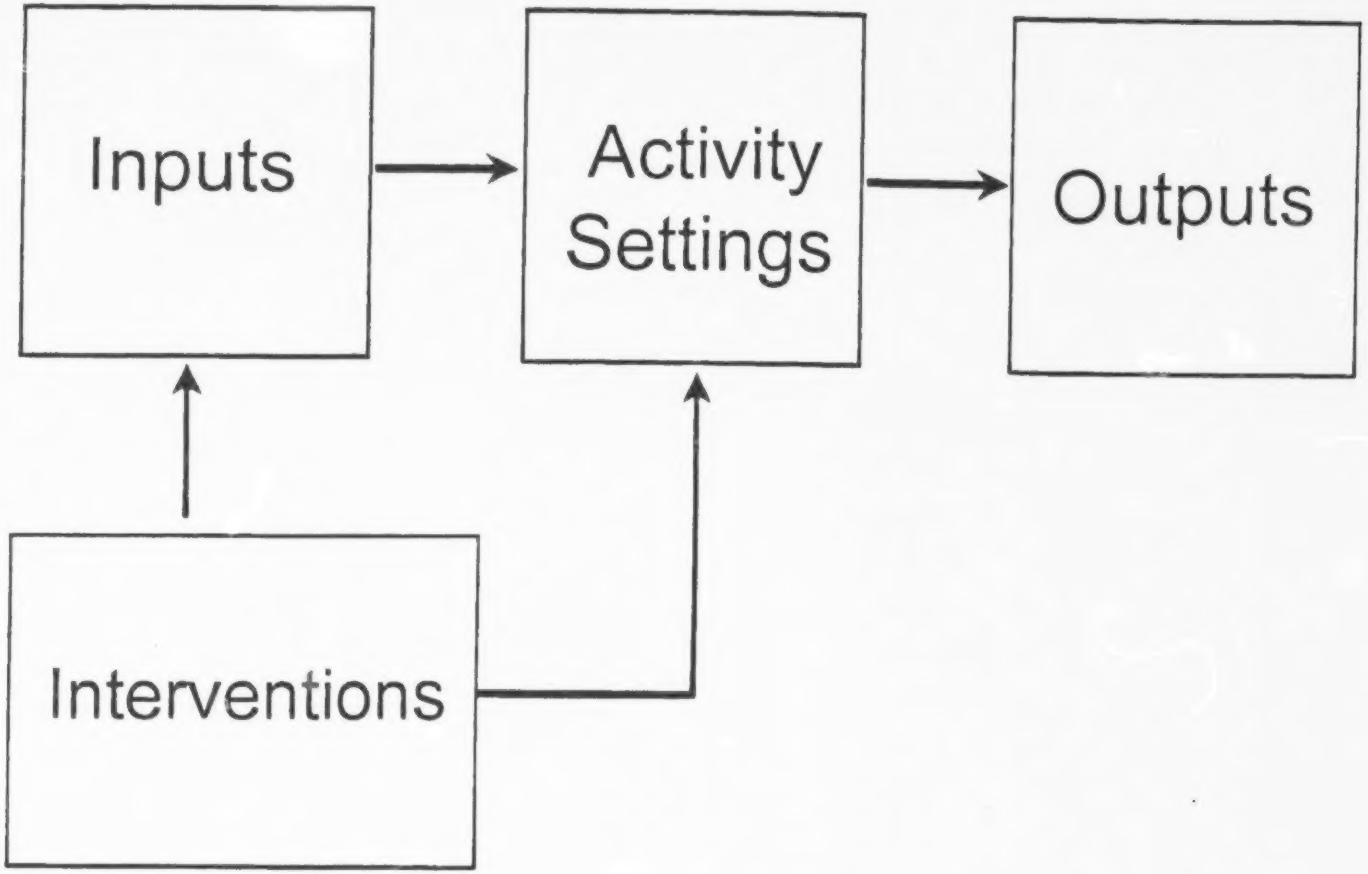

Inputs
Activity Settings
Outputs
Interventions

Table 1

Input, Activity Setting, and Output Variables Examined as Part of this Intervention Project

Input Variables	Activity Settings	Output Variables
• Geography	• Home Activity Settings	• Child
υ Location (State, city, town, etc.)	υ Routines	υ English Usage
υ Place of Residence (Urban, rural, suburban)	υ Rituals	υ Behavioral Style
• Parent/Family	υ Celebrations	υ Development
υ Demographics (Age, education, SES, income)	υ Traditions	υ Mastery
υ Ethnicity	• Community Activity Settings	υ Quality of Life
υ Personal Cultural Beliefs	υ Routines	• Parent
υ Financial/Psychological Costs	υ Rituals	υ English Usage
• Child	υ Celebrations	υ Personal Control/ Choice
υ Age	υ Traditions	υ Parent Enjoyment/ Gratification
υ Type of Disability		υ Quality of Life
υ Severity of Delay		• Family
• EI/ECSE Practices		υ Life Satisfaction
υ IFSPs/IEPs (Process, product)		υ Quality of Life
υ Instructional Practices (Teaching methods, toys, games, etc.)		

being conducted focuses on two different kinds of environmental experiences (home and community activity settings) as sources of development enhancing opportunities, with particular emphasis on the manner in which these experiences promote and enhance child learning.

The framework for conceptualizing the influences of different experiences on child behavior and development can be depicted as:

B = f(H,C,E) (P), where

- B is Child Behavior and Development,
- H is Home Activity Settings,
- C is Community Activity Settings,
- E is Early Intervention/ECSE Programs and Practices, and
- P is Person Characteristics,

and the relationship among the variables is stated as follows: Child behavior and development (functioning, performance, competence, etc.) is influenced by the nature of a child's/family's home activity settings, participation in different community activities and settings, the quality of early intervention/ECSE program practices, and the person characteristics of the developing child, his/her family members, and other persons who come in contact with the child and his/her family. The person characteristics that influence behavior and development include, but are not limited to, parents' personal cultural beliefs and values, ages, and education; child's age, diagnosis, and severity of delay or impairment; and so forth. Such a framework not only captures the variables of interest in this Institute, but is concrete enough to structure efforts to focus the project's activities on specific environmental variables and person characteristics (e.g., cultural beliefs and values) most important for increasing learning opportunities for children with or at-risk for disabilities.

CASE STUDY PARTICIPANTS

The research design calls for an experimental comparison of two service delivery models: traditional early intervention; and early intervention designed to promote learning within family defined activity settings. The study is being conducted in NC and CT with Hispanic/Latino families. The children are being selected based on their eligibility for or current participation in early intervention (Part C) programs. Forty families with children 0 to 3 years of age who use Spanish as their predominant or preferred language and who qualify for Part C services will participate in this study. Ten children in each site (Total N=20) will currently be receiving early intervention through the typical early intervention system. Ten children in each site who are not using the early intervention system will use home and community settings for intervention. (Total N=20).

Children and families who participate in the home and community settings intervention will be recruited through preschool, child care programs; parent-to-parent and family support programs; a project flyer, and brochure; etc.

Children and families who participate in the "traditional" intervention will be recruited through early intervention and preschool programs. These families will already be participating in the intervention or preschool systems.

CASE STUDY APPROACH

A highly focused and structured approach is being used to obtain input, activity setting, and output information for assessing efforts to promote the use of home and community activity settings as sources of children's English learning opportunities. Emphasis is on the collection of quantitative data supplemented with qualitative descriptions to place the quantitative findings in perspective. Qualitative information is recorded in the field notes maintained by each research staff member.

As described above, data collection will be anchored on activity settings as the unit of analysis. This will be supplemented with input (family background, acculturation and enculturation, etc.) and output (child, parent, and family functioning) data collection using observational, interviews, and self-report measures. Table 2 summarizes the data collection scheme and sequence of administration of the study instruments. Table 3 organizes the data collection scheme according to individual sessions. The study is expected to take 10 – 12 months per child/family with the administration of the various input, activity setting, intervention, and output measures occurring precisely in the order shown.

The instruments and methods used to collect study data are described in detail in the individual administration manuals and protocols. Most have been adopted from those used in the Children's Learning Opportunities Early Childhood Research Institute (Dunst, Bruder, et. al., 1998c, 1998b).

Table 2

Study Instruments and Administration Schedule

	Week (Session)										
Instruments	1	2	3	4 - 15	16	17-27	28	29-39	40	41-51	52
Study Explanation Sheet (1)	Π										
Family Background Information (1)	Π										
AEQ (1)	Π										
Personal Cultural Beliefs Questionnaires	Π										
Activity Setting Interview Protocol (1)		Π	Π								
Family Activity Setting Log (FSR)				Π		Π		Π		Π	
Activity Setting Rating Scale (1)			Π	Π		Π		Π		Π	Π
Activity Setting Observation Scale (RS)			Π	Π		Π		Π		Π	Π
Language Assessment			Π	9	Π	23	Π	34	Π	46	Π
Child Development Scale (RS)		Π		9	Π	23	Π	34	Π	46	Π
Child Behavior Rating Scale (RS)		Π		9	Π	23	Π	34	Π	46	Π
Child/Parent Global Rating Scale (RS)			Π	9	Π	23	Π	34	Π	46	Π
Child and Parent Experiences Scale (FSR)		Π			Π		Π		Π		Π
Field Notes (RS)			Π	Π	Π	Π	Π	Π	Π	Π	Π

Table 3

Schedule for Administration of the Study Instruments for the Home and Community Activity Settings Intervention Case Studies

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The following is the administrative schedule for administering the different study scales and instruments. It is essential that the timing and sequencing for administering the study instruments is followed as described below. If you are unable to complete an instrument during one week, then complete it the next week or session.

Week 1

1. Study Explanation Sheet
2. Family Background Information
3. AEQ
4. Personal Cultural Beliefs Questionnaires

Week 2

1. Activity Setting Interview Protocol
2. Child Development Scale
3. Child Behavior Rating Scale
4. Child and Parent Experiences Scale (Leave for parent to complete)

Week 3

1. Activity Setting Interview Protocol (Finish Up)
2. Family Activity Setting Log (Explain how to complete)
3. Activity Setting Rating Scale
4. Activity Setting Observation Scale
5. Child/Parent Global Rating Scale
6. Language Assessment
7. Child and Parent Experiences Scale (Pick up from parent)
8. Field Notes

Weeks 4 - 16

1. Family Activity Setting Log (Collect from parent each week)
2. Activity Setting Rating Scale
3. Activity Setting Observation Scale
4. Field Notes

Table 3, continued

Week 9

1. Family Activity Setting Log (Collect from parent each week)
2. Activity Setting Rating Scale
3. Activity Setting Observation Scale
4. Language Assessment
5. Child Development Scale
6. Child Behavior Rating Scale
7. Child Parent Global Rating Scale
8. Field Notes

Week 17

1. Child Development Scale (Update)
2. Child Behavior Rating Scale (Administer)
3. Child/Parent Global Rating Scale
4. Child and Parent Experiences Scale (Leave for parent to complete)
5. Language Assessment
6. Field Notes

Log?

Week 18 - 28

1. Child and Parent Experiences Scale (Collect from parent during week 18)
2. Family Activity Setting Log (Collect from parent each week)
3. Activity Setting Rating Scale
4. Activity Setting Observation Scale
5. Field Notes

Week 23

1. Family Activity Setting Log (Collect from parent each week)
2. Activity Setting Rating Scale
3. Activity Setting Observation Scale
4. Language Assessment
5. Child Development Scale
6. Child Behavior Rating Scale
7. Child Parent Global Rating Scale
8. Field Notes

Table 3, continued.

Week 29

1. Child Development Scale (Update)
2. Child Behavior Rating Scale (Administer)
5. Child/Parent Global Rating Scale
6. Child and Parent Experiences Scale (Leave for parent to complete)
7. Language Assessment
8. Field Notes

Log?

Week 30 - 40

1. Child and Parent Experiences Scale (Collect from parent during week 30)
2. Family Activity Setting Log (Collect from parent each week)
3. Activity Setting Rating Scale
4. Activity Setting Observation Scale
5. Field Notes

Week 34

1. Family Activity Setting Log (Collect from parent each week)
2. Activity Setting Rating Scale
3. Activity Setting Observation Scale
4. Language Assessment
5. Child Development Scale
6. Child Behavior Rating Scale
7. Child Parent Global Rating Scale
8. Field Notes

Week 41

1. Child Development Scale (Update)
2. Child Behavior Rating Scale (Administer)
3. Child/Parent Global Rating Scale
4. Child and Parent Experiences Scale (Leave for parent to complete)
5. Language Assessment
6. Field Notes

Log?

Table 3, Continued.

Week 42 - 51

1. Child and Parent Experiences Scale (Collect from parent during week 38)
2. Family Activity Setting Log (Collect from parent each week)
3. Activity Setting Rating Scale
4. Activity Setting Observation Scale
5. Child and Parent Experiences Scale (Leave as week 51)
6. Field Notes

Week 46

1. Family Activity Setting Log (Collect from parent each week)
2. Activity Setting Rating Scale
3. Activity Setting Observation Scale
4. Language Assessment
5. Child Development Scale
6. Child Behavior Rating Scale
7. Child Parent Global Rating Scale
8. Field Notes

Week 52

1. Activity Setting Rating Scale
2. Child Development Scale (update)
3. Child Behavior Rating Scale (Administer)
4. Child/Parent Global Rating Scale
5. Child and Parent Experiences Scale (Collect from parent)
6. Parent and Child Play Scale (Collect from parent)
7. Language Assessment
8. Field Notes

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Revised 3/99 SRM

APPENDIX C

Running Head: FAMILY QUESTIONNAIRE

Alternative Early Intervention Service Delivery Models for Latino Families Whose Children are English Language Learners

FAMILY BACKGROUND QUESTIONNAIRE

[Use with both Experimental and Early Intervention Groups]

Revised Version

March 1999

[Introduction to Interviewer]

[This questionnaire asks parents for background information about themselves, their children, and other family members. The information is needed for descriptive purposes and for ascertaining the relationship between different background variables and the activity setting and outcome variables. The questionnaire should be administered in as informal a way as possible. Some questions you will be able to answer based on your ongoing interactions with the family. This can be recorded on the Family Background Questionnaire Code Sheet, and the family asked only to confirm the response.]

[Introduction for Parent/Family Member]

I'D LIKE TO ASK YOU SOME QUESTIONS ABOUT YOURSELF AND YOUR FAMILY SO THAT WE CAN ACCURATELY DESCRIBE YOUR FAMILY'S UNIQUE CHARACTERISTICS. THIS IS IMPORTANT FOR COMMUNICATING ABOUT THE FAMILIES WHO PARTICIPATE IN OUR STUDY. AS I HAVE SAID BEFORE, THE INFORMATION YOU SHARE WITH ME IS CONFIDENTIAL, AND NO ONE OTHER THAN OUR RESEARCH STAFF WILL BE ALLOWED TO SEE THE INFORMATION. ALSO, I WANT TO REASSURE YOU THAT ALL THE INFORMATION WILL BE CODED IN A WAY THAT PROTECTS YOUR FAMILY'S IDENTITY. SOME QUESTIONS MAY SEEM A LITTLE PERSONAL, BUT THE INFORMATION IS HELPFUL TO US TO BE SURE WE HAVE AS COMPLETE AN UNDERSTANDING AS POSSIBLE ABOUT YOUR FAMILY BACKGROUND AND SITUATION.

Parent Background Characteristics

I'D LIKE TO BEGIN BY ASKING YOU SOME QUESTIONS ABOUT YOURSELF [AND YOUR SPOUSE OR PARTNER] (if applicable).

1. What is your birthdate?

2. Are you married, living with a partner/mate, divorced, separated, widowed, or single?
3. (If married or living with partner/mate), what is your partner's birthdate?
4. How many years of school have you completed? (If applicable), what degree(s) have you received? In what field(s)? What do you consider your profession (even if you are not currently working)? (If the respondent describes a profession and you are not sure what it is, ask): Exactly what does a [profession] do?
5. (If applicable), how many years of school has your partner completed? What degree(s) has your partner received? In what field(s)? What does your partner consider his/her profession (even if he/she is not currently working)? (If the respondent describes a profession and you are not sure what it is, ask): Exactly what does a [profession] do?
6. Do you work outside the home? (If yes), how many hours per week? What shift? What kind of job/position do you have? Tell me about what you do in your job? (If the respondent describes a job and you are not sure what it is, ask): Exactly what does a [job] do?
7. (If applicable), does your partner work outside the home? (If yes), how many hours per week? What shift? What kind of job/position does your partner have? Tell me about what your partner does in his/her job? (If the respondent describes a job and you are not sure what it is, ask): Exactly what does a [job] do?
8. Are you enrolled in or attending any classes where English is taught as a second language? (for example, Family Connections, Flour Program, ESL). How often do you attend? How long do the classes last?

Household Membership

NEXT I'D LIKE TO ASK YOU A COUPLE OF QUESTIONS ABOUT OTHER MEMBERS OF YOUR HOUSEHOLD, INCLUDING YOUR CHILDREN.

1. Besides yourself (and partner if applicable), who else is part of your household? What are their relationships to you?
2. How much help are these people in terms of: (a) taking care of the maintenance of your house/apartment, (b) taking care of your young child(ren), and (c) doing household chores. [Each of these questions should be rated by the parent as: ***Not at all, A little, Some, or A lot*** using the appropriate rating sheet form.]

Child(ren's) Characteristics

I'D LIKE TO CONTINUE ASKING YOU SOME QUESTIONS ABOUT YOUR CHILD[REN].

1. What is/are the birthdate(s) and age(s) of your child(ren)?
2. Is [Are any of] your child(ren) receiving special services? (for example, early intervention (Part C) or Head Start)? (If no, skip to the next section)
3. What is the name of the program your child attends? Is it home-based, center-based, or a combination of the two? Other (specify)?
4. What were you told about (child's name) that made him/her eligible for services from this program? (What is the nature of the child's delay or disability?)
5. Is your child enrolled in or attending any programs where English is taught or spoken? (for example, Family Place, Burke Enrichment). How often does the child attend? How long do the classes last?

Family Financial Resources

FINALLY I'D LIKE TO ASK YOU SOME QUESTIONS ABOUT YOUR FAMILY'S FINANCIAL SITUATION. [Use the appropriate rating cards for the respondent to give his/her response.]

1. Thinking about expenses like rent, food, clothing, and other monthly bills, is the money available to support your family:

   A. Not At All Adequate

   B. A Little Adequate

   C. Somewhat Adequate

   D. Very Adequate

2. How much do you worry about your family's financial situation?

   A. Not At All

   B. A Little

   C. Some

   D. A Lot

3. How difficult has it been to pay your family's bills lately?

   A. Very Difficult

   B. A Little Difficult

   C. Sometimes Difficult

   D. Not At All Difficult

4. How often in the past year were you not able to buy something for yourself or your children because you just couldn't afford it?

   A. Not At All

   B. A Little

   C. Some

   D. A Lot

6. Which of the following best describes your family's financial situation:

   A. Do Not Have Enough Money to Cover All Your Basic Expenses,

   B. Have Just Enough Money to Make Ends Meet,

   C. Have A Little Extra Money to Buy "Little Things",

   D. Have Enough Money to Buy Bigger Things Like A TV, VCR, or Computer, or

   E. Have Enough Money to Save Some Every Month or Almost Every Month.

THANK YOU FOR TAKING THE TIME TO PROVIDE ME THIS INFORMATION

revised 3/99 - srm

Family Background Questionnaire

Code Sheet

Interviewer ______________________ Date __________

Interviewee ______________________

Site ______________________

Parent Background Characteristics

1. Respondent's Birthdate: __________ Age: __________(Years)
2. Respondent's Marital Status:

Married	Living with Partner	Divorced
Separated	Widowed	Single

3. Partner's Birthdate: __________ Age: __________(Years)
4. Respondent's Education: ________ (Years of Schooling)

   Degree(s): ______________________

   Field(s) of Study: ______________________

   Profession: ______________________

5. Partner's Education: ________ (Years of Schooling)

   Degree(s): ______________________

   Field(s) of Study: ______________________

   Profession: ______________________

6. Respondent's Work Status: Not Working Part-Time Full-Time

   Hours Per Week: __________ Shift: __________

   Job: ______________________

7. Partner's Work Status: Not Working   Part-Time   Full-Time

Hours Per Week: ________________ Shift: ________________

Job: ____

8. Program Name: ____

Days Per Week: ________________ Hours Per Week: ________________

Household Membership

1. Household Members

Name	Relationship to Respondent

2. Help From Household Members With:

House/Apartment:	Not At All	A Little	Some	A Lot
Caring for Children:	Not At All	A Little	Some	A Lot
Household Chores:	Not At All	A Little	Some	A Lot

Child(ren)'s Characteristics

1. Children

Name	Birthdate	Age	Sex	Living in Household	
				Y	N
				Y	N
				Y	N

____________________ ________ ____ _____ Y N

____________________ ________ ____ _____ Y N

2. Name of Child(ren) Receiving Early Intervention or Preschool Services ________________

____

3. Program Name ____

Home-Based Center-Based Combination Other (specify)

4. Child (ren)'s Delay/Disability: ______________________________

____

____

5. Program Name? ____

____

Days Per Week ____________ Hours Per Week: ______________

Family Financial Resources

1. Adequacy of Money Available to Support Family

   A. Not At All B. A Little C. Somewhat D. Very

2. Worry About Family's Financial Situation:

   A. Not At All B. A Little C. Some D. A Lot

3. Financial Difficulty:

   A. Very B. A Little C. Sometimes D. Not At All

4. Not Able to Buy Something for Self or Children:

   A. Not At All   B. A Little   C. Some   D. A Lot

5. Family's Financial Situation:

   A. Not Enough   B. Just Enough   C. Little Extra   D. Expendable   E. Savings

Revised 3/99 srm

CUESTIONARIO DE ANTECEDENTES DE LA FAMILIA

[Introducción para el Padre/Miembro de la familia]

Este cuestionario les pregunta a los padres de familia información acerca de ellos mismos, de sus niños, y otros miembros de la familia. La información es necesaria para propósitos descriptivos y para determinar la relación entre las diferentes variables de los antecedentes y las actividades y las variables de los resultados. El cuestionario debe ser administrado en la forma más informal posible. Algunas de las preguntas tú las vas a poder contestar basadas en tus continuas interacciones con la familia. Esto se puede apuntar en el Family Background Questionnaire Code Sheet, y se le puede preguntar a la familia para confirmar las respuestas.

ME GUSTARIA HACERLE UNAS PREGUNTAS SOBRE USTED Y SU FAMILIA PARA PODER DESCRIBIR EN FORMA PRECISA LAS CARACTERISTICAS PROPIAS DE SU FAMILIA. ESTO ES IMPORTANTE PARA LA INFORMACION SOBRE LAS FAMILIAS QUE PARTICIPAN EN NUESTRO ESTUDIO. COMO YA LE HE DICHO ANTERIORMENTE LA INFORMACION QUE USTED COMPARTA CONMIGO ES CONFIDENCIAL Y NADIE MAS QUE LOS MIEMBROS DEL EQUIPO DE INVESTIGACION TENDRAN ACCESO A LA INFORMACION. ME GUSTARIA TAMBIEN REASEGURARLE QUE LA INFORMACION SERA CODIFICADA DE MODO QUE PROTEJA LA IDENTIDAD DE SU FAMILIA.

ALGUNAS PREGUNTAS PUEDEN PARECER UN POCO PERSONALES, PERO LA INFORMACION NOS SERA DE MUCHA AYUDA PARA ESTAR SEGUROS QUE TENEMOS EL MAS COMPLETO ENTENDIMIENTO POSIBLE SOBRE LOS ANTECEDENTES Y SITUACION DE SU FAMILIA.

Características de los Antecedentes de los Padres

ME GUSTARIA EMPEZAR HACIENDOLE ALGUNAS PREGUNTAS ACERCA DE USTED [y su esposa(o) o pareja] (si es el caso).

1. ¿Cuál es su fecha de nacimiento?
2. ¿Esta usted casado(a), conviviendo con su pareja, divorciado(a), separado(a), viudo(a), o soltero(a)?
3. (Si está casado(a), o viviendo con una pareja), ¿Cuál es la fecha de nacimiento de su pareja?
4. ¿Cuántos años de estudio ha completado? (Si es el caso) ¿Qué grado(s) de educación ha recibido?, ¿En qué campo o carrera(s)? ¿Qué considera usted como su profesión (aunque usted no este trabajando actualmente)? (Si la persona que le contesta le describe una profesión y usted no esta seguro de que profesión es, pregunte): ¿Qué hace un [profesión] exactamente?
5. (Si es el caso), ¿ Cuántos años de estudio ha completado su pareja?, (Si es el caso) ¿Qué grado(s) de educación ha recibido?, ¿En qué campo o carrera(s)? ¿Qué considera su pareja como su profesión (aunque él/ella no estén trabajando actualmente)? (Si la persona que le contesta le describe una profesión y usted no esta seguro de que profesión es, pregunte): ¿Qué hace un [profesión] exactamente?
6. ¿Trabaja usted fuera de la casa? (Si es así) ¿Cuántas horas a la semana?, ¿Qué turnos?, ¿Qué tipo de trabajo/posición tiene?, Cuénteme sobre lo que hace en su trabajo.)? (Si la persona que le contesta le describe un trabajo y usted no

esta seguro de que clase de trabajo es, pregunte): ¿Qué hace una persona que trabaja en [trabajo] exactamente?

7. (Si es el caso), ¿Su pareja trabaja fuera de la casa? (Si es sí) ¿Cuántas horas a la semana?, ¿Qué turnos?, ¿Qué tipo de trabajo/posición tiene?, Cuénteme sobre lo que hace en su trabajo. (Si la persona que le contesta le describe un trabajo y usted no esta seguro de que clase de trabajo es, pregunte): ¿Qué hace una persona que trabaja en [trabajo] exactamente?

8. ¿Está usted matriculada o tomando alguna clase en donde le enseñan Inglés? (por ejemplo Conexiones de Familia, Programa Flour, ESL). ¿Cuán a menudo va a la clase? ¿Cuánto tiempo duran las clases?

Miembros de la Familia

AHORA ME GUSTARIA HACERLE UNAS PREGUNTAS ACERCA DE LOS DEMAS MIEMBROS DE SU FAMILIA, INCLUYENDO A SUS NIÑOS.

1. Además de usted (y su pareja, si es el caso), ¿Quién más forma parte de su familia?, ¿Qué relación tiene con usted?

2. ¿Qué tanta ayuda le dan estas personas en cuanto a:
   (a) El cuidado de su casa/apartamento, (b) El cuidado de sus niños, y (c) Las tareas del hogar.[Cada una de estas preguntas debe ser contestada por los padres de la siguiente manera: **Para nada en absoluto, Algo, o Mucho,** usando la hoja apropiada de opciones.]

Características del Niño(s)

ME GUSTARIA CONTINUAR HACIÉNDOLE ALGUNAS PREGUNTAS ACERCA DE SU NIÑO(S).

1. ¿Cuál es la(s) edad(es) y fecha(s) de nacimiento de su(s) niño(s)?

2. ¿Cuál de los niños está recibiendo servicios de intervención temprana?

3. ¿Cuál es el nombre del programa al que su niño asiste? ¿Este se basa en servicios proveídos en el hogar, en el lugar/local del programa o es una combinación de ambos? ¿Otro (especifique)?

4. ¿Qué se le ha dicho acerca de (Nombre del niño) que lo(a) ha hecho elegible para este tipo de servicios que brindan estos programas? (¿Cuál es la naturaleza de impedimento del niño?)

5. ¿Está su niño matriculado o participando en algún programa donde le enseñan o le hablan en Inglés? (por ejemplo Early Head Start, grupo de juego, etc.) ¿Cuán a menudo asiste su niño esta clase? ¿Cuánto tiempo duran las clases?

Recursos Financieros de la Familia

FINALMENTE ME GUSTARIA HACERLE UNAS PREGUNTAS SOBRE LA SITUACION FINANCIERA DE SU FAMILIA. [Use las tarjetas apropiadas para que la persona le responda de acuerdo a las opciones que se le presenten]

1. Pensando en sus gastos de renta, alimento, ropa y otras cuentas mensuales, ¿Tiene usted el dinero disponible para mantener a su familia?

   A. No adecuado en absoluto
   B. Muy poco adecuado
   C. Algo adecuado
   D. Muy adecuado

1. ¿Cuánto se preocupa usted sobre la situación financiera de su familia?

   A. Nada en Absoluto
   B. Muy Poco
   C. Algo
   D. Mucho

1. ¿Qué tan difícil ha sido pagar las cuentas familiares últimamente?

   A. Muy difícil
   B. Un poco difícil
   C. Algunas veces difícil
   D. No difícil en absoluto.

1. ¿Con qué frecuencia, en el año pasado, usted no pudo comprar algo para usted o su niño(s), porque no le alcanzó el dinero?

A. Para nada en Absoluto
B. Muy Poco
C. Algo
D. Mucho

1. ¿Cuál de los siguientes enunciados describe mejor la situación financiera de su familia:

A. No tiene suficiente dinero para cubrir sus gastos básicos.
B. Tiene justo lo exacto para cubrir sus gastos.
C. Tiene un poco de dinero extra para comprar "Cosas Pequeñas".
D. Tiene suficiente dinero para comprar cosas más grandes como un televisor, VHS, o computadora, o
E. Tiene suficiente dinero para ahorrar cada mes o casi cada mes.

GRACIAS POR TOMARSE EL TIEMPO DE
PROVEERME ESTA INFORMACION

Revised 7/01/99 -ssc

Running Head: AEQ

Alternative Early Intervention Service Delivery Models for Latino Families Whose Children are English Language Learners

AEQ

Acculturation and Enculturation Questionnaire

[Use with both Experimental and Early Intervention Group]

Revised Version

January 22, 1999

AEQ

Acculturation and Enculturation Questionnaire

[Introduction for Interviewer]

[This questionnaire asks parents a number of questions about their ethnic origins, preferences, and affiliations. The instrument consists of a series of questions that permit a determination of different aspects of both acculturation and enculturation. Acculturation is the process whereby the values, beliefs, and behaviors of different cultural groups become intermeshed, whereas enculturation is the process whereby an adult who is acculturated or has become assimilated comes to learn about and/or adopt the values, beliefs, and behaviors of the culture(s) of origin of that person's ancestors.]

[Introduction for Parent/Family Member]

LET ME BEGIN BY TELLING YOU A LITTLE ABOUT THE QUESTIONS I'D LIKE TO ASK YOU TODAY. OUR COUNTRY IS QUITE DIVERSE AND IS MADE UP OF MANY DIFFERENT PEOPLES AND CULTURES. IT'S HELPFUL TO KNOW HOW PEOPLE FEEL ABOUT THEIR BACKGROUNDS SO WE HAVE A BETTER IDEA OF THEIR PERSPECTIVES AND THOUGHTS ABOUT THEIR HERITAGE AND ETHNICITY. I'D LIKE TO ASK YOU SOME QUESTIONS ABOUT YOUR CULTURAL BACKGROUND TO BE SURE I HAVE AN ACCURATE IDEA ABOUT HOW YOU THINK ABOUT YOUR ETHNICITY. LET ME REMIND YOU THAT ANYTHING YOU SHARE WITH ME IS CONFIDENTIAL AND WILL ONLY BE SEEN BY OUR RESEARCH STAFF.

[Record responses to the questions on the AEQ Scoring Form. Be careful to use the correct cards with different rating options for items asking the respondent to make a choice along a continuum of options.]

Language Preference

1. WHAT LANGUAGE(S) DO YOU SPEAK **A LITTLE, SOME,** OR **A LOT?**
2. WHAT LANGUAGE(S) DO YOU PREFER TO SPEAK?
3. WHAT WRITTEN FORMS OF THIS (THESE) LANGUAGE(S) CAN YOU READ **A LITTLE, SOME, OR A LOT**?
4. WHICH OF THESE LANGUAGE(S) ARE YOU ABLE TO WRITE **A LITTLE, SOME,** OR **A LOT**?
5. IN WHAT LANGUAGE(S) DO YOU THINK?

Cultural Identity

1. THINKING ABOUT YOUR ETHNIC BACKGROUND, HOW DO YOU IDENTIFY YOURSELF OR DESCRIBE YOURSELF TO OTHER PEOPLE? [Prompt for as specific an ethnic/racial group as possible.]
2. WHAT SUBGROUP OR RACIAL GROUP BEST DESCRIBES YOUR ETHNIC IDENTITY? [If the respondent answers Question 1, for example, by saying Latino or Hispanic, elicit whether the person is Puerto Rican, Cuban, Mexican, etc.]
3. HOW IMPORTANT IS IT THAT OTHERS THINK ABOUT YOU OR SEE YOU IN THIS WAY? [The answer to this question should be rated as follows: **Not at all important, A little important, Somewhat important,** or **Very important**]
4. WHICH ETHNIC IDENTIFICATION DOES (DID) YOUR MOTHER USE?
5. WHICH ETHNIC IDENTIFICATION DOES (DID) YOUR FATHER USE?

Cultural Affinity

[Each of the following questions should be rated as follows: **Not much, A little, Some,** or **A lot**.]

1. HOW MUCH DO YOU KNOW ABOUT YOUR (CULTURAL IDENTITY AS IDENTIFIED ABOVE) BACKGROUND AND HERITAGE?
2. HOW MUCH TIME ARE YOU ABLE TO SPEND LEARNING OR STUDYING ABOUT YOUR CULTURAL BACKGROUND AND HERITAGE?
3. HOW OFTEN ARE YOU ABLE TO TALK TO YOUR FAMILY, ELDERS, OR RELATIVES ABOUT YOUR CULTURAL BACKGROUND AND HERITAGE?

Cultural Pride

[Each of the following questions should be rated as follows: **Not much, A little, Some,** or **A lot**.]

1. HOW MEANINGFUL OR IMPORTANT DO YOU CONSIDER THE ACCOMPLISHMENTS AND CONTRIBUTIONS OF PEOPLE FROM YOUR (CULTURAL IDENTITY AS IDENTIFIED ABOVE) BACKGROUND?
2. HOW IMPORTANT IS IT FOR YOU TO MAINTAIN THE BELIEFS AND PRACTICES THAT ARE MOST ASSOCIATED WITH YOUR CULTURAL BACKGROUND (CULTURAL IDENTITY AS IDENTIFIED ABOVE) BACKGROUND?
3. HOW IMPORTANT IS IT FOR YOU TO SHARE THE BELIEFS AND PRACTICES OF YOUR CULTURAL BACKGROUND WITH PEOPLE FROM DIFFERENT CULTURAL BACKGROUNDS? WITH YOUR OWN CHILDREN?

Affiliate Behavior/Preferences

1. WHAT WERE THE ETHNIC BACKGROUNDS OF THE FRIENDS AND PEERS YOU HAD GROWING UP?

2. WHAT ARE THE ETHNIC BACKGROUNDS OF THE PEOPLE WITH WHOM YOU NOW ASSOCIATE WHEN YOU WANT TO RELAX OR HAVE FUN?
3. WHAT ARE THE ETHNIC BACKGROUNDS OF THE PEOPLE WITH WHOM YOU NOW ASSOCIATE AT SCHOOL OR WORK?
4. WHAT ARE THE ETHNIC BACKGROUNDS OF THE PEOPLE WITH WHOM YOU NOW ASSOCIATE AT RELIGIOUS OR SPIRITUAL GATHERINGS?

Place of Origin

[Place of origin refers to the respondent's ancestors' country. It is important that you "go back in the family's history" as far as necessary to establish country of origin.]

1. WHERE WERE YOU BORN?
2. WHERE WERE YOU RAISED?
3. HOW LONG HAVE YOU LIVED IN THIS COUNTY?
4. HOW LONG HAVE YOU LIVED IN (NORTH CAROLINA OR CONNECTICUT)?
5. HOW LONG HAVE YOU LIVED IN THIS COUNTRY?
6. BEGINNING WHEN YOU WERE A CHILD, WHERE HAVE YOU LIVED AND HOW LONG DID YOU LIVE IN EACH PLACE? (Record number of years lived in each place.)
7. WHERE WERE YOUR MOTHER AND FATHER BORN AND RAISED?
8. THINKING ABOUT YOUR HISPANIC BACKGROUND AND THAT OF YOUR PARENTS, WHAT DO YOU CONSIDER YOUR FAMILY'S COUNTRY OF ORIGIN EVEN IF YOU OR YOUR FAMILY HAVE NEVER LIVED OR BEEN THERE?
9. GOING BACK IN TIME AS FAR AS POSSIBLE, WHICH COUNTRY ARE YOUR FAMILY'S ANCESTORS FROM?

10. DO YOU HAVE ANY CONTACT WITH PEOPLE FROM YOUR FAMILY'S PLACE (COUNTRY) OF ORIGIN? IN THE U.S.? IN THAT COUNTRY?

11. (If the answers to either part of question 7 is yes), HOW OFTEN AND IN WHAT WAYS DO YOU HAVE CONTACT WITH THESE PEOPLE? FACE-TO-FACE? LETTERS? PHONE CALLS? TRIPS TO COUNTRY OF ORIGIN? [Record type and frequency (weekly, monthly, times per year, etc.) of contact for each.]

Other Information

IS THERE ANYTHING ELSE YOU CAN TELL ME ABOUT YOUR ETHNICITY AND CULTURE THAT YOU THINK WOULD BE HELPFUL FOR ME TO KNOW?

THANK YOU SO MUCH FOR TAKING
THE TIME TO TALK TO ME
ABOUT YOUR HERITAGE

revised 1/25/99 - SSC

AEQ

(Acculturation and Enculturation Questionnaire)

Scoring Form

Interviewer ______________________________ Date ____________________

Parent's Name __________________________ Child's Name ________________

Site ____

LANGUAGE PREFERENCE

1. Languages spoken

    A. _________________________ **A Little** **Some** **A Lot**

    B. _________________________ **A Little** **Some** **A Lot**

    C. _________________________ **A Little** **Some** **A Lot**

2. Preferred language is _________________________________.

3. Languages read

    A. _________________________ **A Little** **Some** **A Lot**

    B. _________________________ **A Little** **Some** **A Lot**

    C. _________________________ **A Little** **Some** **A Lot**

4. Languages written

    A. _________________________ **A Little** **Some** **A Lot**

    B. _________________________ **A Little** **Some** **A Lot**

    C. _________________________ **A Little** **Some** **A Lot**

5. Language(s) used for thinking is/are _____________________________________.

CULTURAL IDENTITY

1. Ethnic Identity is ______________________________.

2. Subgroup is ______________________________.

3. Projected Image

Not At All Important	**A Little Important**	**Somewhat Important**	**Very Important**

4. Mother's Ethnic Identification is/was ______________________________.

5. Father's Ethnic Identification is/was ______________________________.

CULTURAL AFFINITY

1. Knowledge	**Not Much**	**A Little**	**Some**	**A Lot**
2. Information Seeking (1)	**Not Much**	**A Little**	**Some**	**A Lot**
3. Information Seeking (2)	**Not Much**	**A Little**	**Some**	**A Lot**

CULTURAL PRIDE

1. Meaningfulness	**Not Much**	**A Little**	**Some**	**A Lot**
2. Maintaining Identity	**Not Much**	**A Little**	**Some**	**A Lot**
3a. Sharing With Others	**Not Much**	**A Little**	**Some**	**A Lot**
3b. Sharing With Own Children	**Not Much**	**A Little**	**Some**	**A Lot**

AFFILIATE BEHAVIOR/PREFERENCES

1. Ethnicity of peers/friends growing up:

A. ____

B. ____

C. ______________________________

2. Ethnicity of peers/friends when relaxing or having fun:

A. ______________________________

B. ______________________________

C. ______________________________

3. Ethnicity of peers/friends at work or school:

A. ______________________________

B. ______________________________

C. ______________________________

4. Ethnicity of peers/friends at religious or spiritual gatherings:

A. ______________________________

B. ______________________________

C. ______________________________

PLACE OF ORIGIN

1. Place of Birth: ______________________________

2. Place(s) of Rearing: ______________________________

3. Months/Years in County__________

4. Months/Years in North Carolina or Connecticut__________

5. Months/Years in U.S.__________

6. Places Lived:

A. ______________________ Years: ________

B. ______________________ Years: ________

C. ______________________ Years: ________

7. Where Were Your Mother and Father Born and Raised?

Mother ______________________________

Father ______________________________

8. Country of Origin ______________________________

9. Family's Ancestors' Country of Origin ______________________________

10a. Contact with People from Family's Place/Country of Origin in U.S. Yes No

10b. Contact with People In that Country? Yes No

11. Type and Frequency of Contact

	In U.S.	Outside U.S.
Face-to-Face		
Letters, e-mail		
Telephone		
Trips/Visits		

NOTES AND COMMENTS

revised 1/22/99 - ssc

AEQ (CAE)

Cuestionario de Aculturación y "Enculturación"

[Introducción para el Entrevistador]

[Este cuestionario le hace a los padres un número de preguntas acerca de sus orígenes étnicos, preferencias y afiliaciones. El instrumento consiste en una serie de preguntas que permite una determinación de los diferentes aspectos de aculturación y "enculturación". Aculturación, es el proceso por el cual los valores, creencias y comportamientos de los diferentes grupos culturales se combinan, mientras que "enculturación", es el proceso por el cual una persona que es aculturada o ha asimilado viene a, aprender acerca y/o adoptar, los valores, creencias y comportamientos de la cultura(s) de origen de sus ancestros.]

[Introducción para el Padre/Miembro de familia]

DEJEME EMPEZAR HABLANDOLE UN POCO ACERCA DE LAS PREGUNTAS QUE ME GUSTARIA HACERLE HOY. ESTE PAIS ES MUY DIVERSO Y ESTA CONFORMADO POR MUCHAS PERSONAS Y CULTURAS DISTINTAS. EL SABER COMO SE SIENTEN LAS PERSONAS ACERCA DE SU ORIGEN, NOS SIRVE DE MUCHA AYUDA PARA TENER UNA MEJOR IDEA DE SUS PERSPECTIVAS Y PENSAMIENTOS SOBRE SU HERENCIA CULTURAL Y ETNICIDAD. ME GUSTARIA HACERLE UNAS PREGUNTAS SOBRE SU ORIGEN CULTURAL PARA ESTAR SEGURO(A) DE QUE TENGO UNA IDEA PRESCISA SOBRE COMO PIENSA USTED ACERCA DE SU ETNICIDAD. DEJEME RECORDARLE QUE CUALQUIER COSA QUE COMPARTA CONMIGO ES CONFIDENCIAL Y SOLAMENTE SERA VISTA POR EL PERSONAL DE INVESTIGACION.

[Registre las respuestas a las preguntas en el formulario de AEQ. Tenga cuidado en usar las tarjetas correctas con las distintas opciones cuando se le pide a la persona que responde, que haga una elección continúa de opciones.]

Preferencia de Idioma

1. ¿QUE IDIOMAS HABLA, **UN POCO, ALGO,** O **MUCHO**?
2. ¿QUE IDIOMA PREFIERE HABLAR?
3. ¿QUE IDIOMAS PUEDE LEER, **UN POCO, ALGO,** O **MUCHO**?
4. ¿CUAL DE ESTOS IDIOMAS PUEDE USTED ESCRIBIR, **UN POCO, ALGO,** O **MUCHO?**
5. ¿EN QUE IDIOMA(S) PIENSA?

Identidad Cultural

1. PENSANDO EN SU ORIGEN CULTURAL, ¿COMO SE IDENTIFICA O DESCRIBE USTED ANTE OTRAS PERSONAS?
2. ¿QUE SUBGRUPO O GRUPO RACIAL DESCRIBE MEJOR SU IDENTIDAD ETNICA?

   [Si la persona responde la pregunta número 1, por ejemplo, diciendo que es Latino o Hispano, pregunte si esta persona es Puertorriqueña, cubana, mejicana, etc.]
3. ¿CUAN IMPORTANTE ES PARA USTED QUE OTROS LO VEAN DE ESTE MODO?

   [La respuesta a esta pregunta debe ser contestada como sigue: **Para nada Importante, Un Poco Importante, Algo Más Importante** y **Muy Importante**.]
4. ¿QUE IDENTIFICACION ETNICA USA (USO) SU MADRE?
5. ¿ QUE IDENTIFICACION ETNICA USA (USO) SU PADRE?

Afinidad Cultural

[Cada una de las siguientes preguntas debe ser clasificada como: **No Mucho, Un Poco, Algo** o **Mucho**.]

1. ¿CUANTO SABE USTED SOBRE SU (IDENTIDAD CULTURAL IDENTIFICADA ANTERIORMENTE) ORIGEN Y HERENCIA CULTURAL?
2. ¿CUANTO TIEMPO DISPONIBLE TIENE USTED PARA DEDICARSE A APRENDER O (ESTUDIAR) ACERCA DE SU HERENCIA Y ORIGEN CULTURAL?
3. ¿CUAN AMENUDO PUEDE USTED HABLAR/CONVERSAR CON SU FAMILIA, MAYORES O FAMILIARES SOBRE SU HERENCIA Y ORIGEN CULTURAL?

Orgullo Cultural

[Cada una de las siguientes preguntas debe ser contestada como: **No Mucho, Un Poco, Algo** o **Mucho**.]

1. ¿CUAN SIGNIFICATIVO CONSIDERA USTED LOS LOGROS Y CONTRIBUCIONES DE LAS PERSONAS DE SU ORIGEN CULTURAL (IDENTIDAD CULTURAL IDENTIFICADA ANTERIORMENTE?
2. ¿CUAN IMPORTANTE ES PARA USTED MANTENER LAS CREENCIAS Y PRACTICAS DE SU ORIGEN CULTURAL (IDENTIDAD CULTURAL IDENTIFICADA ANTERIORMENTE?
3. ¿CUAN IMPORTANTE ES PARA USTED COMPARTIR LAS CREENCIAS Y PRACTICAS DE SU ORIGEN CULTURAL CON PERSONAS DE DIFERENTE ORIGEN CULTURAL?

Comportamientos/Preferencias Afiliadas

1. ¿CUALES SON LOS ORIGENES CULTURALES DE SUS AMIGOS Y COMPAÑEROS CON LOS QUE USTED CRECIO?
2. ¿CUALES SON LOS ORIGENES ETNICOS DE LAS PERSONAS CON LAS QUE USTED SE RELACIONA CUANDO USTED SE RELAJA O SE DIVIERTE?
3. ¿CUALES SON LOS ORIGENES ETNICOS DE LAS PERSONAS CON LAS QUE USTED SE RELACIONA AHORA EN LA ESCUELA O TRABAJO?
4. ¿CUALES SON LOS ORIGENES ETNICOS DE LAS PERSONAS CON LAS QUE USTED SE ASOCIA AHORA EN REUNIONES RELIGIOSAS O ESPIRITUALES?

Lugar de Origen

[Lugar de origen se refiere al país de los ancestros de la persona que responde. Es muy importante que usted "pregunte lo más que pueda acerca de la historia de la familia " para poder establecer el país de origen.]

1. ¿DONDE NACIO USTED?
2. ¿DONDE FUE CRIADO?
3. ¿CUANTO TIEMPO HA VIVIDO USTED EN ESTE PAIS?
4. ¿CUANTO TIEMPO HA VIVIDO USTED EN (CONNECTICUT O CAROLINA DEL NORTE)?
5. ¿CUANTO TIEMPO HA VIVIDO USTED EN ESTE PAIS?
6. ¿PENSANDO DESDE SU NIÑEZ, EN DONDE Y POR CUANTO TIEMPO HA VIVIDO USTED EN CADA SITIO?
7. ¿DONDE NACIERON Y CRECIERON SUS PADRES?

8. ¿PENSANDO EN SU ORIGEN HISPANO Y EN EL DE SU FAMILIA, CUAL CREE USTED QUE ES EL PAIS DE ORIGEN DE SU FAMILIA, AUNQUE USTED O SU FAMILIA NUNCA HAN VIVIDO O ESTADO AHI?
9. ¿PENSANDO EN LAS GENERACIONES ANTERIORES, DE QUE PAIS SON LOS ANCESTROS DE SU FAMILIA?
10. (a)¿QUE CONTACTO HA TENIDO USTED CON PERSONAS DEL LUGAR/CIUDAD DE SU FAMILIA O LUGAR DE ORIGEN EN LOS ESTADOS UNIDOS? (b)¿CONTACTO CON LAS PERSONAS EN ESE PAIS?
11. (Si hay alguna respuesta si en la pregunta número 10) ¿QUE TAN SEGUIDO Y EN QUE FORMAS TIENE USTED CONTACTO CON ESAS PERSONAS? ¿CARA A CARA? ¿CARTAS? ¿LLAMADAS POR TELEFONO? [Escriba el tipo y frecuencia (semanal, mensual, veces por año, etc.) de cada contacto.]

Otra Información

¿HAY ALGUNA OTRA COSA QUE ME PUEDA DECIR ACERCA DE SU CULTURA Y ETNICIDAD QUE USTED PIENSA ME SERIA DE AYUDA SABER?

MUCHAS GRACIAS POR TOMARSE

EL TIEMPO DE CONTARME

SOBRE SU HERENCIA CULTURAL

Revised 1/25/99 SSC

CHILD BEHAVIORAL CHARACTERISTICS RATING SCALE

Rater ______________________ Date ____________

Child's Name ______________________ Site ____________

Observational Setting of Location: ______________________

The Child Characteristics Rating Scale includes five subscales: Social Responsiveness, Cognitive Style, Reactivity, Positive Affect, and Negative Affect. The ratings on the scale are based on the child's behavior during the entire family visit (observation period). The markers for each item are self-explanatory. The items are constructed so that 1 represents the most basic value and 5 represents the optimal response (except for the Negative Affect Scale, where the reverse is true). Circle the response which best describes the child's behavior during the observation period.

SOCIAL RESPONSIVENESS

1. Child's Interaction with Adults (Quality of the interaction with adults)
    1. Persistently avoids and resists adult's initiations
    2. Avoids but generally does not resist adult
    3. Is wary and hesitant in interacting with adult
    4. Accepts adult
    5. Interacts with adult in friendly manner

2. Social Participation (Involvement with the adult during the observation period)
    1. (a) Unaware of adult or materials and/or (b) resists materials and suggestions, making activity impossible
    2. Fails to participate on one or two specific aspects of the activity settings or refuses to participate during part of activity settings
    3. Participates only with constant reinforcement
    4. Cooperates with routine requirements of activity settings
    5. Readily and enthusiastically participates in suggested activities

3. Social Orientation (Responsiveness to persons)
    1. Behavior towards persons is not different from behavior towards objects and/or is not responsive to human movement or sounds
    2. Responds to direct physical stimulation (e.g., dressing, bouncing, jostling, etc.) with passive interest
    3. Responds briefly to specific social stimulation (e.g., talking, cooing) but exhibits no general awareness of others present
    4. Responsive to social stimulation and other persons but doesn't initiate social interaction
    5. Actively initiates (reaches for, vocalizes to) and maintains social interaction

4. Social Engagement (Child's engagement of adults or children)

    1. Does not attempt to engage others during the observation period
    2. One or two attempts to engage others
    3. Three or four attempts to engage others
    4. Five or six attempts to engage others
    5. Consistently engages others during the observation period

5. Consolability (The degree to which the child is responsive to the adult's attempts to calm the child when he/she gets upset)

    1. Child cannot be consoled by adult; must terminate session
    2. Child requires removal from stimulation (needs to be left alone for some specific length of time)
    3. Child requires sustained (5 min.) physical contact -- hugging, rocking, holding -- by caregiver to calm child
    4. Child requires brief physical contact -- hug, hold, touch
    5. Child can be consoled by verbal reassurance and/or social smile

______ Child did not get upset

COGNITIVE STYLE

1. Motivation (Amount of reinforcement needed to elicit and/or maintain orientation to activity settings)

    1. Child does not perform and/or respond despite immediate tangible rewards and social reinforcement
    2. Child performs and/or responds to tasks if provided immediate, constant, tangible rewards, including social reinforcement
    3. Child performs and/or responds to most tasks and/or situational demands if provided frequent, tangible rewards and social reinforcement
    4. Child performs and/or responds if provided fairly constant social reinforcement, but does not need tangible rewards
    5. Child performs and/or responds if provided frequent or occasional social reinforcement, but does not need tangible rewards

2. Endurance (Tolerance of child for demands of situation)

    1. No endurance at all and/or immediately shows restlessness, frustration, disinterest, and/or falls asleep
    2. Minimal endurance and/or can tolerate no more than 5 minutes of sustained activity
    3. Little endurance and/or can tolerate 10-15 minutes of sustained activity, some fussiness and/or restlessness
    4. Some endurance and/or can tolerate 10-15 minutes of sustained activity, no fussiness or restlessness
    5. Adequate endurance and/or can tolerate 15-30 minutes of sustained activity, some fussiness or restlessness

3. Goal Directedness (Persistence in goal-directed effort relative to task demands)
    1. No evidence of directed effort -- holds or releases materials passively at caregiver's instigation
    2. Evidence of only one attempt to get an object and/or achieve a goal problem
    3. Makes only a few attempts to reach goal, is easily distracted and/or gives up easily
    4. Makes several attempts but may be less than appropriate to task demands
    5. Efforts to achieve goals appropriate to task demands

4. Activity Level (Amount of gross body movement)
    1. No self-initiated movement, only responds to intrusive stimuli (e.g., startle, knee jerk, etc.)
    2. Only eye or head movement -- very inactive
    3. Some movement, primarily of extremities (e.g., head rocking, arm-waving, leg-kicking, etc.)
    4. Underactive, occasional adjustment to situational demands
    5. Activity level generally appropriate to situational demands and age

5. Attention Span (Degree of persistence in attending to any one object, person, or activity)
    1. No visible attention to external stimuli
    2. Fleeting attention to intrusive stimuli only (e.g., loud noises, bright light, physical contact)
    3. Attends to new stimuli in environment for less than 10 sec., easily distracted by incidental activity
    4. Attends to stimuli for short periods (less than 30 sec.), soon searching for something new
    5. Attends to each new stimulus for as long as is appropriate in situation -- switches attention to next stimulus as presented

Remember to complete the back page.

POSITIVE AFFECT

		Not at all	Once	Several Times	Much of the time	Almost all the time
1.	Smile - Upward curving of corners of mouth accompanied by brightening of eyes	1	2	3	4	5
2.	Laughter - Smile accompanied by a chuckle or explosive sound denoting amusement or pleasure	1	2	3	4	5
3.	Cooing - Low, soft, pleasant vocalization	1	2	3	4	5
4.	Animated Expression - Bright-eyed, wide awake appearance	1	2	3	4	5
5.	Squealing - Shrill cry of excitement	1	2	3	4	5

NEGATIVE AFFECT

		Not at all	Once	Several Times	Much of the time	Almost all the time
1.	Crying - Loud vocal expression of distress, rage, or pain, usually accompanied by tears	1	2	3	4	5
2.	Fussing - Low level vocalization expressing irritability or agitation	1	2	3	4	5
3.	Withdrawal/Avoidance - Retreats, turns away from undesirable event	1	2	3	4	5
4.	Listlessness - Lack of inclination to do anything; face lacks expression	1	2	3	4	5
5.	Apprehension/Fear - Nervous, anxious, agitated expression and/or vocalizations	1	2	3	4	5

c:\personal\early childhood learning opps\Case Study Outcomes\Scales\Child Behavioral Characteristics File REVISED BY JJS February 3, 2000

Dunst, C.J., Trivette, C.M., Parkey, C.K., Gatens, M.C., Mankinen, M.N., 1990
Adapted from Simeonsson, R.J. (1979). Carolina Record of Individual Behavior

Running Head: PERSONAL BELIEFS QUESTIONNAIRE

Alternative Early Intervention Service Delivery Models for Latino Families Whose Children are English Language Learners

PERSONAL CULTURAL BELIEFS QUESTIONNAIRE

[Use with both Experimental and Early Intervention Groups]

January 29, 1999

PERSONAL CULTURAL BELIEFS INTERVIEW QUESTIONNAIRE

[Introduction for Interviewer]

[The purpose of this interview is to obtain information about: (1) parent behavior expectations for developing children, (2) parent beliefs about how children learn, and (3) parent beliefs about their role in child learning. The interview protocol includes both open-ended questions and questions asking parents to rank-order predetermined types of child expectations, child learning, and parenting roles. The protocol content is based on an individual-oriented concept of culture in which personal characteristics and cultural background/heritage are believed to shape personal cultural beliefs. The emphasis on personal cultural beliefs focusing on child learning and parenting roles in promoting desired child behaviors is based on the Institute goals and objectives. The Personal Cultural Beliefs Interview Protocol is intended to capture very limited features of a person's cultural beliefs and heritage.]

[Introduction for Parent/Family Member]

I'D LIKE TO BEGIN BY FIRST EXPLAINING WHAT WE WILL BE DOING DURING OUR TIME TOGETHER TODAY. PARENTS HAVE DIFFERENT IDEAS ABOUT WHAT THEY WANT CHILDREN TO LEARN AND HOW THEY THINK CHILDREN LEARN THESE THINGS. I'D LIKE TO ASK YOU SOME QUESTIONS ABOUT WHAT CHILDREN SHOULD LEARN AND HOW THEY LEARN, TO GET A BETTER IDEA OF YOUR THOUGHTS ABOUT THESE THINGS. AS I HAVE SAID BEFORE, OUR CONVERSATIONS ARE CONFIDENTIAL, AND NO ONE BUT OUR RESEARCH STAFF WILL BE ALLOWED TO SEE WHAT WE TALK ABOUT. I WILL BE TAPE RECORDING THE INFORMATION WE TALK ABOUT SO WE CAN GO BACK LATER AND LISTEN TO WHAT YOU HAVE TOLD US.

Parent Beliefs About Child Behavior

LET'S START BY HAVING YOU TELL ME ABOUT WHAT YOU THINK IS IMPORTANT FOR CHILDREN TO LEARN AND NOT LEARN AS THEY GROW OLDER AND BECOME YOUNG ADULTS. FIRST, I WANT TO ASK YOU ABOUT THINGS YOU THINK CHILDREN SHOULD LEARN.

1. WHAT ARE THE THINGS YOU THINK ARE IMPORTANT FOR CHILDREN TO LEARN AS THEY GROW OLDER?

   [What qualities does the parent think children should come to possess?]

   [What things does the parent think are most important for children to learn when they grow up?]

2. WHY DO YOU THINK IT IS IMPORTANT FOR CHILDREN TO LEARN THESE THINGS?
3. TELL ME ABOUT A CHILD WHO IS OLD ENOUGH TO START SCHOOL AND WHO IS BEGINNING TO SHOW (POSSESS) THESE BEHAVIORS?

NEXT I WANT TO ASK YOU ABOUT THINGS YOU THINK CHILDREN SHOULD NOT LEARN AS THEY GROW OLDER.

1. WHAT ARE THE THINGS YOU THINK CHILDREN SHOULD NOT LEARN AS THEY GROW OLDER AND BECOME YOUNG ADULTS?

   [What qualities does the parent think children should not come to posses?]

   [What things does the parent think are not good for children to learn when they grow up?]

2. WHY DO YOU THINK IT IS IMPORTANT THAT CHILDREN NOT LEARN THESE THINGS?

3. TELL ME ABOUT A CHILD WHO IS OLD ENOUGH TO START SCHOOL WHO IS BEGINNING TO SHOW (POSSESS) THESE BEHAVIORS?

LET'S CONTINUE TALKING ABOUT WHAT YOU THINK IS IMPORTANT FOR CHILDREN TO LEARN AS THEY GROW OLDER. I HAVE 20 CARDS THAT LIST DIFFERENT THINGS PARENTS MIGHT WANT CHILDREN TO LEARN AS THEY GROW OLDER. I WOULD LIKE YOU TO LOOK OVER ALL THESE CARDS AND PLEASE SHOW ME [POINT TO] THE ONE THING YOU THINK IS THE MOST IMPORTANT FOR CHILDREN TO LEARN.

[Randomly place the cards on a table or other surface so the parent can see each of the behaviors/qualities.]

[Record the behavior chosen on the Child Behavior Code Sheet as Number 1and remove the card from the pile.]

LET'S CONTINUE BY HAVING YOU PICK THE THING THAT IS MOST IMPORTANT FOR CHILDREN TO LEARN AMONG THE REMAINING BEHAVIORS.

[Record the behavior chosen on the Child Behavior Code Sheet as Number 2 and remove the card from the pile. Continue the process until all the behaviors have been rank-ordered.]

Parent Beliefs About Child Learning

NEXT I'D LIKE TO FIND OUT MORE ABOUT HOW YOU THINK CHILDREN COME TO LEARN DIFFERENT THINGS. YOU SAID EARLIER THAT IT WAS IMPORTANT FOR CHILDREN TO LEARN THINGS LIKE [give 2-3 examples of the things the parent described and identified as most important for children to learn]. TELL ME ABOUT HOW CHILDREN COME TO LEARN THESE THINGS?

[How do children "figure" out how to do these things?]

[What happens to children that helps them learn these things?]

[How does the child come to know these things?]

LET'S NOW TALK ABOUT HOW CHILDREN LEARN SPECIFIC KINDS OF THINGS. I'M GOING TO GIVE YOU SOME EXAMPLES OF THINGS CHILDREN LEARN BY THE TIME ARE OLD ENOUGH TO START SCHOOL, AND ASK YOU TO TELL ME HOW CHILDREN COME TO LEARN THESE THINGS.

1. HOW DO CHILDREN COME TO LEARN TO GET ALONG WITH OTHER CHILDREN?
2. HOW DO CHILDREN COME TO LEARN TO TELL MAKE-BELIEVE STORIES?
3. HOW DO CHILDREN COME TO LEARN TO PLAY GAMES WITH BALLS?
4. HOW DO CHILDREN COME TO LEARN TO TELL ABOUT WHAT THEY GOT TO DO AT SCHOOL?
5. HOW DO CHILDREN COME TO LEARN TO ACT [BEHAVE] IN AN ACCEPTABLE WAY?

LET'S CONTINUE TALKING ABOUT HOW CHILDREN LEARN BY HAVING YOU CHOOSE [OR PICK] DIFFERENT LEARNING METHODS. I HAVE 16 CARDS DESCRIBING DIFFERENT WAYS CHILDREN MIGHT LEARN. I WOULD LIKE YOU TO LOOK OVER ALL THESE CARDS AND PLEASE SHOW ME [POINT TO] THE ONE METHOD YOU THINK IS THE WAY CHILDREN LEARN BEST.

[Randomly place the cards on a table or other surface so the parent can see each of the learning methods.]

[Record the method chosen on the Learning Method Code Sheet as Number 1 and remove the card from the pile.]

LET'S CONTINUE BY HAVING YOU PICK THE NEXT WAY YOU THINK CHILDREN LEARN BEST.

> [Record the learning method chosen on the Learning Method Code Sheet as Number 2 and remove the card from the pile. Continue this process until all the learning methods have been rank-ordered.]

Parent Beliefs About Parenting Roles

I'D NOW LIKE TO TALK ABOUT WHAT YOU THINK PARENTS CAN DO TO HELP CHILDREN LEARN THINGS THEY CONSIDER IMPORTANT. WHAT DO YOU THINK PARENTS CAN DO TO HELP CHILDREN LEARN THE THINGS THEY THINK ARE IMPORTANT FOR CHILDREN?

> [What kinds of help or assistance does the parent provide?]
>
> [What does the parent do to get desired behavior from a child?]
>
> [How does the parent provide guidance and support?]

BY THE TIME CHILDREN FIRST START SCHOOL THEY LEARN MANY NEW THINGS. I'M GOING TO GIVE YOU SOME EXAMPLES OF THINGS CHILDREN MIGHT LEARN AND ASK YOU TO TELL ME WHAT A PARENT COULD DO TO GET A CHILD TO LEARN THESE THINGS.

1. IF A PARENT WANTED A CHILD TO LEARN TO HELP AROUND THE HOUSE OR DO CHORES, WHAT COULD THE PARENT DO TO GET THE CHILD TO LEARN THESE THINGS?
2. IF A PARENT WANTED A CHILD TO LEARN TO PLAY WITH OTHER CHILDREN, WHAT COULD THE PARENT DO TO HELP THE CHILD LEARN TO DO THIS?

3. IF A PARENT WANTED A CHILD TO LEARN TO DRAW OR PAINT A PICTURE OF A PERSON, WHAT COULD THE PARENT DO TO GET THE CHILD TO LEARN TO DO THIS?
4. IF A PARENT WANTED A CHILD TO LEARN TO READ OR TELL A STORY, WHAT COULD THE PARENT DO TO HELP THE CHILD LEARN TO DO THIS?
5. IF A PARENT WANTED A CHILD TO LEARN GOOD MANNERS, WHAT COULD THE PARENT DO TO HELP THE CHILD LEARN TO DO THIS?

WE ARE GOING TO DO THE SAME THING WE DID EARLIER BY HAVING YOU TELL ME ABOUT THE DIFFERENT WAYS PARENTS HELP CHILDREN LEARN DIFFERENT THINGS. I HAVE 17 CARDS SHOWING DIFFERENT THINGS PARENTS MIGHT DO TO HELP CHILDREN LEARN. I WOULD LIKE YOU TO LOOK OVER ALL THESE CARDS AND PICK THE THING YOU THINK IS MOST IMPORTANT TO DO TO HELP A CHILD LEARN.

[Randomly place the cards on a table or other surface so the parent can see each of the parent roles.]

[Record the method on the Parenting Role Code Sheet as Number 1 and remove the card from the pile.]

LET'S CONTINUE BY HAVING YOU PICK THE THING YOU THINK IS MOST IMPORTANT AMONG THE REMAINING CARDS.

[Record the role on the Parenting Role Code Sheet as Number 2 and remove the card from the pile. Continue the process until all the parenting roles have been rank-ordered.]

Other Belief Considerations

YOU HAVE TOLD ME MANY DIFFERENT THINGS ABOUT WHAT CHILDREN LEARN AND HOW CHILDREN COME TO LEARN THESE THINGS. ARE THERE OTHER THINGS YOU WANT TO TELL ME ABOUT WHAT IS IMPORTANT FOR CHILDREN TO LEARN AND WHY?

THANK YOU VERY MUCH FOR

TAKING THE TIME TO ANSWER THESE QUESTIONS.

Revised 4/13/99- SSC

Table 1. Major Types/Categories of Child Behavior

Belief Interview Items	Behavioral Type/Category
Smart/Successful in School and Work	Achievement
Ambitious/Competitive	Competitiveness
Creative/Inventive	Creativeness
Good Manners/Polite	Graciousness
Kind/Considerate of Others	Thoughtfulness
Happy/Even-Tempered	Emotionality
Respect for Elders and Adults	Respect
Knows Right From Wrong/Obeys Rules	Conformity
Has Lots of Friends/Popular With Others	Sociability
Connected With Family/Obligated to Family	Family Ties
Honest/Truthful	Sincerity
Is Giving/Shares With Others	Helpfulness
Responsible/Loyal to Others	Dependability
Modest/Shows Humility	Modesty
Confident/Self-Assured	Controllability
In Harmony with Nature/Spiritual Wellness	Spirituality
Self-Control/Patient	Restraint
Helpful/Cooperative	Helpfulness
Hard Working/Does the Best Possible	Diligence
Belief in God/Belief in a Greater Spirit	Religion

Table 2. Major Types of Child Learning Methods and Strategies

Beliefs Interview Items	Learning Methods/Strategies
By thinking about things	Cognitive processing
Being told what to do or how to act	Direct instruction
Watching what other people do	Observational Learning
Getting older and more mature	Biology/Innateness
Repeating what other children do	Modeling/Imitation
Listening to others tell stories or share experiences	Sharing
Asking for or seeking help from others	Guidance
Having lots of successes	Positive Feedback
Playing	Playing
Being criticized or punished	Negative Feedback
Figuring things out on own	Trial and error
Doing things over and over	Practicing
Controlling one's own actions	Self-Regulation
Providing child interesting toys and materials	Environmental Opportunities
Following directions	Verbal Guidance
Believing in a greater being or God	Morality/Faith

Table 3. Major Types of Parenting Roles for Promoting Child Learning

Beliefs Interview Items	Parenting Roles
Providing child interesting toys and materials	Material availability
Setting limits and rules for a child to follow	Discipline
Providing lots of fun activities to do	Environmental opportunities
Providing chances to do things over and over	Practicing
Doing things in child's presence	Observation
Having child make choices or decisions	Guided Opportunities
Having child figure things out on their own	Trail and Error
Showing or asking the child to do something in a different way	Responsive elaboration
Praising child/rewarding behavior	Reinforcement strategies
Criticizing child/punishing behavior	Punishment
Showing child how to do something	Demonstration, Modeling
Getting another child to show how	Peer-mediated strategies
Telling child what to do	Direct Instruction
Getting the child "to look" at own actions	Self-management strategies
Giving assistance or help	Prompting strategies
Answering the child's questions	Guidance
Telling stories having a lesson or moral	Storytelling

Mejores Métodos de Aprendizaje

Best Learning methods

No los Mejores Métodos de Aprendizaje

Not the best learning methods

Dándole al Niño Juguetes y Materiales Interesantes

Providing child interesting toys

Dándole al Niño Oportunidades de Hacer las Cosas Una y Otra Vez

Providing chances to do things over and over

Estableciendo límites y normas para que el Niño las cumpla

Setting limits and rules

Haciendo las Cosas en Presencia del Niño

Doing things in child presence

Dándole al Niño muchas Actividades Divertidas para Realizar

Providing lots of fun activities to do

Haciendo que el Niño Tome sus Propias Decisiones

Having child make choices or decisions

Haciendo que el Niño Resuelva cosas por sí mismo

Having child figure things out

Criticando al Niño Castigando su Comportamiento

Criticizing child

Mostrando o Pidiéndole al Niño que Haga las Cosas de un Modo Distinto

Showing child to do something in a different way

Mostrándole al Niño Cómo Hacer Algo

Showing child how to do something

Recompensando el Comportamiento del Niño

Prasing child

Haciendo que Otro Niño le muestre Cómo

Getting another child to show how

Diciéndole al Niño lo que tiene que Hacer

Telling child what to do

Respondiendo las Preguntas del Niño

Answering the child's questions

Haciendo que el Niño "Se Fije" en sus Propias Acciones

Getting the child "to look" at own actions

Contándole Historias que Tengan una Lección o Moral

Telling stories having a lesson

Ayudándolo

Giving assistance or help

Muy
Importante

Very important

Menos
Importante

Less important

Listo

Triunfador en la Escuela y el Trabajo

Smart

Buenos Modales

Educado

Good Manners

Ambicioso

Competitivo

Ambitious

Amable

Considerado con los demás

Kind

Creativo

Inventivo

Creative

Alegre

Tranquilo

Happy

Respeto a los

Mayores y Ancianos

Respect for elders

Conectado a la Familia

Hogareño

Connected with family

Diferenciar lo Bueno de lo Malo

Obedecer las reglas

Knows Right from wrong

Honesto

Confiable

Honest

Que Tenga Muchos Amigos

Popular

Has Lots of Friends

Que Comparta con los

Demás

Is Giving

Responsable

Leal

Responsible

En paz con sí mismo y con la naturaleza

Espiritual

In Harmony with Nature

Modesto

Que muestre Humildad

Modest

Que tenga control de sí mismo

Paciente

Self Control

Que tenga confianza

en

sí mismo

Confident

Que ayude

Cooperativo

Helpful

Trabajador

Que trate de hacer las cosas lo mejor posible

Hard Working

Que crea en Dios

Que crea en un Espíritu Superior

Belief in God

Pensando acerca

de las cosas

Thinking about things

Creciendo

Madurando

Getting older

Que se le Diga
qué Hacer o
Cómo actuar

Being told what to do

Repitiendo lo que
los
Otros
Niños Hacen

Repeating what other children do

Observando lo que
las
otras personas
hacen

Watching what other people do

Escuchando
historias narradas
por otras personas
o compartiendo
experiencias

Listening to others tell stories

Pidiendo o Buscando Ayuda de Otros

Asking for help

Siendo Criticado o Castigado

Being criticized

Teniendo Muchos Triunfos

Having lots of successes

Resolviendo las Cosas por Sí Mismo

Figuring thingn out

Jugando

Playing

Haciendo las cosas una y otra vez

Doing things over and over

Controlando sus

Propias Acciones

Controlling one's own actions

Creyendo en Dios

Creyendo en un Ser Superior

Believing in God

Dándole al Niño juguetes y Materiales Interesantes

Providing child interesting toys

Siguiendo Direcciones o instrucciones

Following Directios

Personal Cultural Beliefs Questionaire
Child Behavior Code Sheet

Interviewer ______________________ Date ______________

Parent's Name ___________________ Child's Name __________

Site ____

Rank	Child Behaviors
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	

NOTES/ COMMENTS

Personal Cultural Beliefs Questionaire

Learning Methods

Interviewer ______________________________ Date __________________

Parent's Name __________________________ Child's Name _______________

Site ____

Rank	Learning Methods
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	

NOTES/ COMMENTS

PERSONAL CULTURAL BELIEFS QUESTIONNAIRE

Parenting Role Code Sheet

Interviewer ______________________ Date ______________

Parent's Name ___________________ Child's Name ___________

Site ____

Rank	Parenting Role
1	
2	
3	
4	
5	
6	
7	
8	
9	
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11	
12	
13	
14	
15	
16	
17	

NOTES/ COMMENTS

Running Head: ACTIVITY SETTING INTERVIEW PROTOCOL

Alternative Early Intervention Service Delivery Models for Latino Families Whose Children are English Language Learners

Activity Setting Interview Protocol

[Use with Experimental Group]

March, 1999

STUDY 1

CASE STUDY INTERVIEW QUESTIONNAIRE

Descriptive Characteristics Of Home and Community Activity Settings

[Introduction for Interviewer]

[The purposes of this interview, which can be conducted over several sessions, are: (1) identify the location and types of family (home) and community activity settings occurring in the target family, (2) determine in which family and community activity settings the target child participates, (3) identify the child behaviors that occur during participation in different activity settings (outputs), (4) determine the five family (home) and five community activity settings where you will focus on learning English and (5) identify the factors associated with the occurrence, desire, expectation, etc. of different activity settings (inputs). The questionnaire is organized in a way that obtains information pertinent to each purpose in the order listed.]

[Introduction for Parent/Family Member]

I'D LIKE TO BEGIN BY FIRST EXPLAINING WHAT WE WILL BE DOING DURING OUR TIME TOGETHER TODAY. AS I HAVE TOLD YOU BEFORE, WE ARE TRYING TO LEARN MORE ABOUT WHAT KIND OF THINGS FAMILIES DO AS PART OF DAY TO DAY LIVING, AND TO FIND OUT HOW CHILDREN BENEFIT FROM THESE THINGS. I'M GOING TO ASK YOU TO TALK ABOUT DIFFERENT KINDS OF FAMILY AND COMMUNITY ACTIVITIES AND HAVE YOU TELL ME ABOUT WHAT YOU AND [CHILD'S NAME] DO IN THESE ACTIVITIES. THERE ARE NO RIGHT OR WRONG ANSWERS; WE JUST WANT TO LEARN ABOUT THE KINDS OF THINGS YOUR FAMILY DOES. AS I HAVE SAID TO YOU BEFORE, OUR CONVERSATIONS ARE CONFIDENTIAL, AND NO ONE BUT OUR RESEARCH STAFF WILL BE

ALLOWED TO SEE WHAT WE TALK ABOUT. I WILL BE TAPE RECORDING WHAT WE TALK ABOUT SO WE CAN GO BACK LATER AND LISTEN TO WHAT YOU SAID. DO YOU HAVE ANY QUESTIONS BEFORE WE BEGIN?

Types of Activities Settings

I'D LIKE TO BEGIN BY SAYING A LITTLE BIT ABOUT THE ACTIVITIES I'M INTERESTED IN TALKING ABOUT. CHILDREN AND THEIR FAMILIES OFTEN DO DIFFERENT KINDS OF THINGS IN THEIR HOMES, OUTSIDE THEIR HOMES, AND IN THEIR NEIGHBORHOODS AND COMMUNITIES. SOME OF THESE THINGS HAPPEN EVERYDAY OR ALMOST EVERYDAY LIKE FEEDING YOUR CHILDREN OR WALKS IN THE NEIGHBORHOOD. SOME THINGS HAPPEN MAYBE ONCE OR TWICE A WEEK LIKE SHOPPING, OR LESS OFTEN LIKE MEETINGS OR SPORTS EVENTS. OTHER THINGS MIGHT HAPPEN JUST CERTAIN TIMES OF THE YEAR OR ON SPECIAL OCCASIONS. LET'S BEGIN BY HAVING YOU TELL ME ABOUT THESE DIFFERENT KINDS OF ACTIVITIES.

> [Make a list of the locations and activities the family describes on the Activity Settings Recording Form or on a separate piece of paper as you identify the activity settings specific to the target family.]

WHAT KINDS OF THINGS DO YOU AND YOUR FAMILY DO EVERYDAY OR ALMOST EVERY DAY IN YOUR HOME? [e.g., daily routines]; IN YOUR COMMUNITY? [e.g.,work, preschool, etc.] [Determine and record general and specific location (e.g., home is general, the, kitchen is specific; park is general, slide is the specific location.)]

WHAT KINDS OF THINGS DO YOU AND YOUR FAMILY DO IN YOUR HOME AND COMMUNITY ALMOST EVERY DAY DURING CERTAIN TIMES OF THE YEAR, DURING OTHER SEASONS?

WHAT THINGS HAVE TO BE DONE MOST EVERYDAY EITHER IN YOUR HOME OR IN THE COMMUNITY? [e.g., shopping] [Determine and record general and specific location.]

TELL ME ABOUT THE THINGS YOU GET TO DO MOST DAYS THAT YOU LIKE TO DO (ENJOY DOING) IN YOUR HOME? IN YOUR NEIGHBORHOOD OR COMMUNITY? [Determine and record general and specific location.]

WHAT THINGS DO YOU ESPECIALLY LOOK FORWARD TO DOING?

> [Be sure to ask about things that happen every day, things that happen regularly but perhaps not everyday (e.g., bathtimes, soccer practice), and things that happen at highly predictable times say every third day (e.g., big sister watching baby brother so mom can go to a Monday, Wednesday, and Friday night meeting, activities at church three times a week).]
>
> [Be sure to find out about both formal (e.g., dance classes, church meetings, sports events, medical appointments) and informal (e.g., coffee with a neighbor at your house, picnics, walks, hikes, rides in the country) activities.]
>
> [Be sure to ask (probe) for clarification and elaboration of descriptions that are not clear.]
>
> [Be sure to determine the general location of the activity (e.g., home, yard, park) and the specific location (e.g., kitchen, garden, swings).]
>
> [Be sure to use observations, physical evidence, and other sources of information as a basis for asking about activity settings that are not listed by the parent (e.g., I noticed

(from a photograph) that your older child was on a soccer team. Is this something your children are doing now?)]

WHAT KINDS OF THINGS DO YOU AND YOUR FAMILY DO INSIDE YOUR HOME OR OUTSIDE YOUR HOME IN YOUR NEIGHBORHOOD OR COMMUNITY CERTAIN DAYS OR TIMES OF THE WEEK? (Nondaily routines)

WHAT THINGS DO YOU DO CERTAIN TIMES OF THE WEEK, DURING OTHER TIMES OF THE YEAR, OTHER SEASONS OF THE YEAR IN YOUR HOME? IN YOUR COMMUNITY?

WHAT ARE THE THINGS THAT YOU DO IN YOUR HOME AND COMMUNITY ON WEEKENDS? WHAT FUN THINGS DO YOU DO? WHAT THINGS DO YOU DO THAT YOU HAVE TO DO? [e.g., obligations, chores]

WHAT KINDS OF THINGS DO YOU DO IN YOUR HOME AND COMMUNITY ON A REGULAR BASIS CERTAIN DAYS OF THE WEEK? CERTAIN NIGHTS?

WHAT THINGS DO YOU LOOK FORWARD TO DOING?

[Be sure to ask about things that happen on a regular basis but not daily (e.g., every Wednesday night or Sunday afternoon), things that may happen once a month, every other week, and things that happen on a nondaily but highly routinized schedule (e.g., visiting a homebound relative after church on Sundays.)]

[Be sure to ask about seasonal activity settings that occur certain times of the year, and then on a regular basis (e.g., dance classes in the fall occurring 2-3 times per week.)]

[Be sure to ask (probe) for clarification and elaboration of unclear descriptions.]

[Be sure to determine the general location of the activity (e.g., home, yard, park) and the specific location (e.g., kitchen, garden, swings).]

[Be sure to use different sources of evidence to ask about activity settings not listed by the parent.]

WHAT THINGS DO YOU AND YOUR FAMILY DO IN YOUR HOME OR IN YOUR NEIGHBORHOOD OR COMMUNITY CERTAIN TIMES OF THE YEAR? ON SPECIAL OCCASIONS? (Celebrations/Traditions)

WHAT HOLIDAYS DO YOU LOOK FORWARD TO?

WHAT KINDS OF THINGS DO YOU CELEBRATE IN YOUR HOME OR IN YOUR NEIGHBORHOOD OR COMMUNITY?

WHAT ARE THE SPECIAL KINDS OF THINGS THAT YOUR FAMILY GETS OR (LIKES) TO DO IN YOUR HOME AND COMMUNITY?

[Be sure to use physical evidence and observations to ask about family traditions, celebrations, and rituals.]

[Be sure to ask about seasonal (e.g., vacations) or date specific (e.g., birthdays) events that are apparently "celebrated."]

ARE THERE OTHER THINGS YOU AND YOUR FAMILY DO IN YOUR HOME AND COMMUNITY THAT WE HAVEN'T TALKED ABOUT?

[At this point in the process it is important to get as complete a picture as possible of the things the family does that constitute activity settings without concern for either inputs or outputs.]

[Ask about activity settings that you observe or can infer happen (e.g., from photographs) and record these on the Activity Setting Recording Form if the parent indicates they are a "part" of family life.]

Child Participation in Activity Settings

NOW THAT I HAVE A GOOD IDEA ABOUT THE KINDS OF THINGS YOUR FAMILY DOES, I'D LIKE TO GO THROUGH EACH ACTIVITY AND HAVE YOU TELL ME WHETHER [CHILD'S NAME] (target child) PARTICIPATES [IS INVOLVED] IN THESE ACTIVITIES. TO MAKE THINGS EASY FOR US, LET'S HAVE YOU TELL ME FOR EACH ACTIVITY WHETHER [CHILD'S NAME] PARTICIPATES NEVER/ALMOST NEVER, SOMETIMES, OR ALWAYS/ ALMOST ALWAYS.

[Provide the parent a card with the ratings and point to each while repeating the descriptions of the ratings orally. Be sure that parents who may not read well understand the ratings before proceeding with the exercise.]

[Go through the activities one at a time and code the response provided by the parent: N (Never/Almost Never), S (Sometimes), or A (Always/Almost Always).]

LET'S CONTINUE BY LOOKING AT ALL THE THINGS [CHILD'S NAME] SOMETIMES DOES AND ALWAYS OR ALMOST ALWAYS DOES.

THINKING ABOUT ALL THE DIFFERENT ACTIVITIES THAT [CHILD'S NAME] DOES PARTICIPATE IN, WHICH ACTIVITIES DOES [CHILD'S NAME] REALLY LIKE TO DO OR BE PART OF?

WHICH ACTIVITIES IS [CHILD'S NAME] PARTICULARLY INTERESTED IN?

WHY?

Child Behavior in the Activity Settings (Outputs)

THE NEXT THING I'D LIKE TO DO IS HAVE YOU TELL ME ABOUT THE THINGS [CHILD'S NAME] DOES WHEN [SHE][HE] IS INVOLVED IN THE ACTIVITIES

YOU SAID [SHE] [HE] IS INVOLVED IN AND ANY ENGLISH WORDS [HE] [SHE] USES. LET'S TALK ABOUT EACH ACTIVITY ONE AT A TIME AND TELL ME ABOUT ALL THE DIFFERENT THINGS [CHILD'S NAME] DOES AND WHAT IF ANY ENGLISH WORDS [HE] [SHE] USED. WHAT DOES [CHILD'S NAME] DO WHEN [SHE][HE] IS INVOLVED IN ____________________?

[Go through each activity the parent rated always/almost always or sometimes and elicit descriptions of the child behaviors displayed in the activity until the behaviors associated with each activity setting rated always/almost are fully described. Also, record all English words currently used in the activity setting.]

[Ask (probe) for as specific descriptions as possible. If the parent gives a response like "he plays," probe for elaboration by asking a question like "what kinds of things does he do when he is playing?"]

NOW LET'S TALK ABOUT EACH OF THE ACTIVITIES THAT YOU SAID [CHILD'S NAME] NEVER OR ALMOST NEVER PARTICIPATES IN. WHEN YOU OR SOME OTHER FAMILY MEMBER IS DOING THESE ACTIVITIES, WHAT DOES [target child's name] DO?

[Elicit (probe) for whether the child is engaged in activity settings (e.g., playing alone) that may serve as development-enhancing functions.]

[Attempt to get as complete a picture as possible about what activity settings the child experiences during his/her waking hours when in the family's home.]

WHAT WE'RE GOING TO DO NEXT IS PICK THE ACTIVITIES WE'RE GOING TO USE AS LEARNING OPPORTUNITIES FOR [CHILD'S NAME] TO LEARN ENGLISH. WE WANT TO BE SURE TO PICK ACTIVITIES THAT ARE OR YOU THINK

WOULD BE INTERESTING TO [CHILD'S NAME]. LET'S GO BACK THROUGH THE LIST WE HAVE MADE AND HAVE YOU TELL ME WHICH ACTIVITIES YOU WANT TO USE TO HELP [CHILD'S NAME] LEARN ENGLISH. WE WANT TO PICK AT LEAST 10 ACTIVITIES AND WE WANT TO HAVE FIVE ACTIVITIES THAT OCCUR IN THE HOME AND FIVE THAT OCCUR IN THE COMMUNITY. REMEMBER, WE WANT TO CHOOSE THINGS THAT ARE INTERESTING TO [CHILD'S NAME].

[Engage the parent in the discussions about the activity settings they want to use as learning opportunities.]

LET'S TRY TO PICK THINGS THAT CAN HAPPEN AT LEAST ONCE A WEEK OR PREFEREABLY 3 OR 4 TIMES A WEEK. THE MORE OFTEN THE ACTIVITIES OCCUR THE BETTER. LET'S ALSO PICK ACTIVITIES THAT COULD HAPPEN DURING THE TIMES I WILL BE VISITING. I WILL USE ENGLISH WITH YOU AND [CHILD'S NAME] IN THESE ACTIVITIES DURING MY VISITS.

[Put a check in the far left column of the Home and Community Activity Setting Recording Form to indicate the 10 activity settings which will be used as learning opportunities during this study.

Factors Influencing the Occurrence of Activity Settings (Inputs)

[This part of the interview is intended to obtain information about why certain activities occur, the purpose of the activities, etc. It is important to carefully listen, observe and reflect on what is said and done to be sure the appropriate probes are used to ask for clarification and elaboration. (For example, if saying grace at mealtimes is a family routine/ritual, the family might be asked to tell you "Why is it important to say grace at each meal?" or, for example, if going for a neighborhood walk after dinner is a family routine/ritual, the family might be asked to tell you "Why is it important to go on an evening walk in the neighborhood?") The range of factors that might be associated with different activity settings include, but are not limited to child (age, sex, severity of delay, etc.), personal (parent age, marital status, interests, etc.), family (SES, financial resources, etc.), and cultural, religious, ethnic, and other factors.]

[It is best to begin with activity settings that the "reasons" appear highly apparent (e.g., you may observe the parent being "very excited" when he/she describes outdoor activities. You might say "I noticed how excited you get when you talk about your family doing things together outside. Are there particular reasons why you like these kinds of activities?"]

THE LAST THING I'D LIKE TO DO IS ASK YOU SOME QUESTIONS ABOUT HOW AND WHY DIFFERENT ACTIVITIES OCCUR IN YOUR FAMILY. WE WON'T BE TALKING ABOUT SPECIFIC ACTIVITIES, BUT THINGS IN GENERAL.

[Elicit descriptions of, make observations about, and otherwise obtain evidence about how the classes of input variables below influence the occurrence of activity settings and their form and function.]

HOW DO THINGS LIKE [CHILD'S NAME]'S AGE, LIKES AND DISLIKES INFLUENCE PARTICIPATION IN FAMILY ACTIVITIES?

[How do your child's abilities and talents affect the kinds of things he/she gets to do?]

[How does your child's health affect what he/she gets to do?]

[How does your child's desire and "drive" to do things he/she likes affect what he/she gets to do?]

[Parent: Age, educational level, work status, marital status, personal interests, personal values/beliefs, etc.]

HOW DO YOUR OWN INTERESTS AND CIRCUMSTANCES [WORK OR MARITAL STATUS] INFLUENCE THE ACTIVITIES YOUR CHILD IS INVOLVED IN?

[How do things you like to do affect what your child gets to do?]

[How important is it for your child to do things you're interested in doing?]

[How do your other family responsibilities and commitments affect what your child gets to do?]

[Family: SES, income, composition, living arrangements/conditions, family interests, family values and beliefs, etc.]

HOW DOES YOUR FAMILY'S LIVING CONDITIONS AND FINANCIAL RESOURCES INFLUENCE THE ACTIVITIES [CHILD'S NAME] IS INVOLVED IN?

[How does where you live affect the kind of things your child get to do?]

[How do your other children (if applicable) affect what your (target) child gets to do?]

[How much does your family's financial situation and obligations affect what your child gets to do?]

[Religious: Beliefs/values, denomination, spirituality, etc.]

IN WHAT WAYS DO YOUR RELIGIOUS PRACTICES OR SPIRITUAL BELIEFS INFLUENCE THE ACTIVITIES [CHILD'S NAME] IS INVOLVED IN?

[Does going to religious/spiritual gathering affect what your child gets to do?]

[How does your belief in God, prayer, or other "greater" things affect what kinds of things your child gets to do?]

[How do your beliefs about life and how people should be treated affect what your child gets to do?]

[Cultural/Ethnic: Beliefs/values, customs, acculturation, country of birth, length of time in US, etc.]

WHAT THINGS ABOUT YOUR HISPANIC BACKGROUND INFLUENCE THE THINGS [CHILD'S NAME] GETS TO DO?

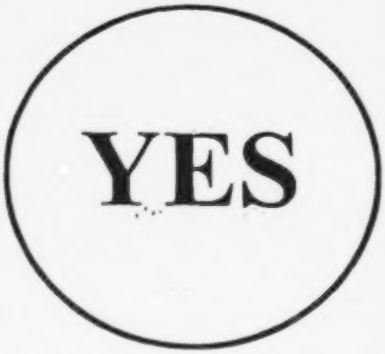
[What kinds of things that are special about your ethnicity/culture affect the things your child gets to do?]

[What do the things that get passed on about your heritage affect what your child gets to do?]

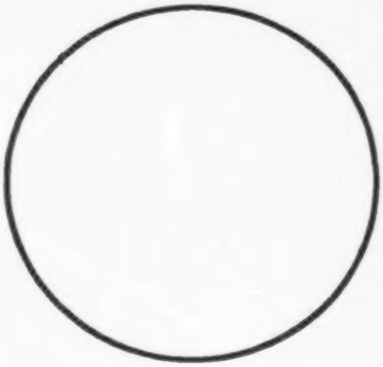
IS THERE ANYTHING ELSE YOU CAN TELL ME ABOUT WHAT KINDS OF ACTIVITIES [CHILD'S NAME] PARTICIPATES IN?

revised 3/99 - srm

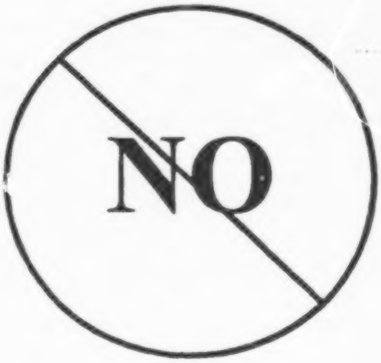
ALWAYS/ALMOST ALWAYS



SOMETIMES



NEVER/ALMOST NEVER



ESTUDIO 1

CUESTIONARIO PARA LA ENTREVISTA

Características Descriptivas de las Actividades en la Comunidad

[Introducción para el Entrevistador]

[El propósito de esta entrevista, la cual se puede llevar a cabo durante varias sesiones, es: (1) identificar las clases de actividades en la comunidad que ocurren dentro de la familia identificada, (2) determinar en que actividad el niño identificado participa, (3) identificar los comportamientos del niño que ocurren durante su participación en las diferentes actividades (resultados), y (4) identificar los factores asociados con el acontecimiento, deseo, expectativa, etc. de las diferentes actividades en la comunidad (aporte). El cuestionario está organizado de tal manera que obtiene la información pertinente para cada propósito en el orden listado.]

[Introducción para el Padre/Miembro de la Familia]

ME GUSTARIA EMPEZAR PRIMERO EXPLICANDOLE LO QUE NOSOTROS VAMOS A HACER HOY DURANTE NUESTRO TIEMPO JUNTOS/AS. COMO YA LE HABIA DICHO, ESTAMOS TRATANDO DE APRENDER MAS ACERCA DE LAS CLASES DE COSAS QUE LAS FAMILIAS HACEN COMO PARTE DE SU RUTINA DIARIA, Y AVERIGUAR COMO LOS NIÑOS SE BENEFICIAN DE ESTAS COSAS, LE VOY A PEDIR A USTED QUE ME CUENTE SOBRE LAS DIFERENTES CLASES DE ACTIVIDADES Y QUE ME

DIGA LO QUE USTED Y [NOMBRE DEL NIÑO] HACEN EN ESTAS ACTIVIDADES. NO HAY RESPUESTAS CORRECTAS NI EQUIVOCADAS; NOSOTROS SOLAMENTE QUEREMOS APRENDER SOBRE LAS CLASES DE COSAS QUE SU FAMILIA HACE. COMO YA LE HABIA MENCIONADO ANTERIORMENTE, NUESTRAS CONVERSACIONES SON CONFIDENCIALES, Y SOLAMENTE EL PERSONAL ASOCIADO CON EL ESTUDIO/INVESTIGACION PODRA VER LO QUE NOSOTROS HABLEMOS. YO ESTARE GRABANDO LO QUE NOSOTROS/AS HABLEMOS PARA ASI PODER EN OTRO MOMENTO ESCUCHAR LO QUE USTED HA DICHO. ¿TIENE ALGUNA PREGUNTA ANTES DE QUE COMENCEMOS?

Clases de Actividades

ME GUSTARIA EMPEZAR HABLANDOLE UN POCO SOBRE LAS ACTIVIDADES QUE YO ESTOY INTERESADA EN CONVERSAR CON USTED. LOS PADRES HACEN DIFERENTES CLASES DE COSAS FUERA DEL HOGAR EN SUS VECINDARIOS Y COMUNIDADES. ALGUNAS DE ESTAS COSAS SUCEDEN TODOS LOS DIAS COMO PASEOS POR EL VECINDARIO. OTRAS COSAS SUCEDEN QUIZA UNA O DOS VECES A LA SEMANA COMO EL DE IR DE COMPRAS, O MENOS FRECUENTE COMO REUNIONES O EVENTOS DEPORTIVOS. OTRAS ACTIVIDADES PODRIAN SER COSAS QUE FAMILIAS HACEN EN SUS COMUNIDADES CIERTAS VECES AL AÑO O EN OCASIONES ESPECIALES. EMPECEMOS POR HACER QUE USTED ME CUENTE SOBRE

ESTAS DIFERENTES COSAS QUE USTED HACE CUANDO NO ESTA EN SU HOGAR.

[Haga una lista de las actividades que la familia describa en el Formulario de Registro de Actividades en la comunidad o en otro papel al identificar las actividades específicas para la familia identificada.]

¿QUE CLASE DE COSAS HACEN USTED Y SU FAMILIA FUERA DEL HOGAR EN SU VECINDARIO O COMUNIDAD CASI TODOS LOS DIAS O REGULARMENTE?

¿QUE CLASE DE COSAS HACE USTED Y SU FAMILIA CASI TODOS LOS DIAS EN SU COMUNIDAD DURANTE CIERTAS EPOCAS DEL AÑO, DURANTE OTRAS ESTACIONES?

¿QUE CLASE DE COSAS HACE USTED CASI TODOS LOS DIAS, QUE TIENE QUE HACER? [Por ejemplo: trabajo, programa preescolar, etc.]

¿CUENTEME SOBRE OTRAS COSAS QUE SU FAMILIA HACE FUERA DEL HOGAR EN SU VECINDARIO O COMUNIDAD Y QUE A USTED LE GUSTA HACER (DISFRUTA HACIENDOLAS)?

¿QUE COSAS TIENE USTED ESPECIALMENTE GANAS DE HACER?

[Asegúrese de preguntar acerca de las cosas que suceden todos los días, cosas que suceden regularmente pero quizá no todos los días (por ejemplo: práctica de fútbol), y cosas que suceden en momentos altamente previsibles digamos cada tercer día (por ejemplo: actividades o reuniones en la iglesia tres veces a la semana.)]

[Asegúrese de averiguar sobre actividades formales (por ejemplo: clases de baile, reuniones en la iglesia, eventos deportivos, citas médicas) e informales (por ejemplo: picnics, paseos a pie, salir a pasear en el carro) en la comunidad.]

[Asegúrese de pedir clarificación y obtener detalles sobre las descripciones que no estén claras.]

[Asegúrese de utilizar observaciones, evidencia física, y otras fuentes de información como base para preguntar acerca de las actividades en la comunidad que no estén en la lista del padre (por ejemplo: me di cuenta (por una fotografía) que su niño mayor era parte de un equipo de fútbol. ¿Siguen sus niños participando en fútbol ahora?)]

¿QUE CLASE DE COSAS HACEN USTED Y SU FAMILIA FUERA DEL HOGAR EN SU VECINDARIO O COMUNIDAD CIERTOS DIAS O VECES EN LA SEMANA?

¿QUE CLASE DE COSAS HACE USTED CIERTOS DIAS A LA SEMANA DURANTE OTRAS EPOCAS DEL AÑO, DURANTE OTRAS ESTACIONES DEL AÑO?

¿QUE COSAS HACE USTED DURANTE LOS FINES DE SEMANA (SABADOS Y DOMINGOS)? ¿QUE COSAS DIVERTIDAS HACE

USTED? ¿QUE CLASE DE COSAS HACE USTED, QUE USTED TIENE QUE HACER?

¿QUE CLASE DE COSAS HACE USTED REGULARMENTE CIERTOS DIAS DE LA SEMANA? CIERTAS NOCHES?

¿QUE COSAS, DE LAS COSAS QUE USTED HACE, TIENE GANAS DE HACER?

[Asegúrese de preguntar acerca de las cosas que suceden regularmente pero no todos los días (por ejemplo: todos los Miércoles por la noche o Domingos por la tarde), cosas que suceden una vez al mes, cada dos semanas, y cosas que no suceden todos los días pero si suceden en momentos altamente previsibles (por ejemplo: ir a un grupo de juego los Martes cada dos semanas).]

[Asegúrese de preguntar acerca de actividades que ocurren durante las diferentes estaciones, que ocurren ciertas veces al año, y las que ocurren regularmente (por ejemplo: clases de baile en Otoño ocurren 2-3 veces por semana).]

[Asegúrese de clarificar y obtener detalles de las descripciones que no estén claras.]

[Asegúrese de utilizar diferentes fuentes de evidencia para preguntar sobre actividades que el padre no haya nombrado.]

¿QUE COSAS HACEN USTED Y SU FAMILIA FUERA DEL HOGAR EN SU VECINDARIO O COMUNIDAD CIERTAS VECES AL AÑO? EN OCASIONES ESPECIALES? (Celebraciones/Tradiciones)

¿QUE CLASE DE ACTIVIDADES EN LA COMUNIDAD USTED ESPERA CON GANAS DURANTE LOS DIAS FERIADOS?

¿EN QUE CLASE DE CELEBRACIONES PARTICIPA USTED Y SU FAMILIA EN SU VECINDARIO O COMUNIDAD?

¿CUALES SON LOS EVENTOS ESPECIALES EN SU VECINDARIO O COMUNIDAD QUE SU FAMILIA (LE GUSTA HACER) PARTICIPA?

[Asegúrese de utilizar evidencia física y observaciones para preguntar sobre tradiciones en la comunidad, celebraciones y rituales.]

[Asegúrese de preguntar acerca de actividades que ocurren en diferentes estaciones del año (por ejemplo: festival de Otoño) o días específicos (por ejemplo: día de los fundadores de la comunidad) eventos que aparentemente son "celebrados".]

¿HAY ALGUNAS OTRAS COSAS QUE USTED Y SU FAMILIA HACEN FUERA DEL HOGAR EN LA COMUNIDAD QUE NOSOTROS/AS NO HAYAMOS HABLADO?

[En este momento del proceso es muy importante el obtener la figura más completa que podamos acerca de las cosas que la familia hace que constituyen actividades en la comunidad sin preocuparnos por el aporte o resultados.]

[Pregunte por las actividades que usted observe o que usted deduzca que suceden (por ejemplo: por fotos) y apúntelas en el Formulario de Registro de Actividades en la Comunidad si el padre indica que estas forman "parte" de la vida familiar.]

La Participación del Niño en las Actividades

AHORA QUE TENGO UNA BUENA IDEA ACERCA DE LAS COSAS QUE SU FAMILIA HACE EN SU VECINDARIO Y COMUNIDAD, ME GUSTARIA HABLAR SOBRE CADA ACTIVIDAD Y QUE USTED ME DIGA SI [NOMBRE DEL NIÑO] (niño identificado) PARTICIPA [ESTA INVOLUCRADO] EN ESTAS ACTIVIDADES. PARA HACER LAS COSAS UN POCO MAS FACILES PARA NOSOTROS/AS, QUISIERA QUE USTED ME DIGA DE ACUERDO A CADA ACTIVIDAD SI [NOMBRE DEL NIÑO] NUNCA /CASI NUNCA PARTICIPA, A VECES PARTICIPA, O SIEMPRE/CASI SIEMPRE PARTICIPA.

[Provéale al padre la tarjeta con las diferentes opciones y señale cada una mientras repite las descripciones de estas oralmente. Asegúrese de que los padres que no lean bien entiendan las opciones antes de proceder con el ejercicio.]

[Hable de las actividades una por una y marque la respuesta proveída por el padre: N (Nunca/Casi Nunca), A (A veces), o S (Siempre/Casi Siempre).]

SIGAMOS VIENDO TODAS LAS COSAS QUE [NOMBRE DEL NIÑO] HACE A VECES Y QUE EL/ELLA HACE SIEMPRE O CASI SIEMPRE.

PENSANDO ACERCA DE TODAS LAS DIFERENTES ACTIVIDADES EN LAS QUE [NOMBRE DEL NIÑO] PARTICIPA, ¿CUALES SON LAS ACTIVIDADES QUE [NOMBRE DEL NIÑO] LE GUSTA O QUIERE PARTICIPAR?

¿CUALES SON LAS ACTIVIDADES EN LAS QUE [NOMBRE DEL NIÑO] ESTA PARTICULARMENTE INTERESADO?

¿POR QUE?

El Comportamiento del Niño en la Actividad (Resultados)

LO SIGUIENTE QUE QUISIERA HACER ES QUE USTED ME CUENTE ACERCA DE LAS COSAS QUE [NOMBRE DEL NIÑO] HACE CUANDO [EL] [ELLA] ESTA PARTICIPANDO EN SU VECINDARIO Y EN ACTIVIDADES EN LA COMUNIDAD QUE USTED DICE QUE [EL] [ELLA] SIEMPRE O CASI SIEMPRE PARTICIPA. HABLEMOS DE LAS ACTIVIDADES UNA POR UNA Y CUENTEME ACERCA DE LAS DIFERENTES COSAS QUE [NOMBRE DEL NIÑO] HACE. ¿QUE HACE [NOMBRE DEL NIÑO] CUANDO [EL] [ELLA] ESTA PARTICIPANDO EN _____________?

[Hable de cada actividad que el padre haya identificado como actividades que suceden siempre/casi siempre y obtenga descripciones del comportamiento que exhibe el niño durante su participación en la actividad. Siga hasta terminar con las descripciones del comportamiento durante todas las actividades identificadas como siempre/casi siempre.]

[Pregunte por descripciones específicas cuando sea posible. Si el padre responde "el/ella juega", obtenga detalles preguntando "¿qué clase de cosas hace el/ella cuando esta jugando?"]

CONTINUEMOS LO QUE ESTAMOS HACIENDO Y HABLEMOS AHORA SOBRE LAS ACTIVIDADES QUE USTED HA IDENTIFICADO COMO ACTIVIDADES EN LAS QUE [NOMBRE DEL NIÑO] A VECES PARTICIPA.

[Repita el proceso de descripción del comportamiento de estas actividades hasta obtener una descripción completa de la lista identificada.]

[Pregunte por descripciones específicas cuando sea posible. Si el padre responde "el/ella juega", obtenga detalles preguntando "¿qué clase de cosas hace el/ella cuando esta jugando?"]

HABLEMOS AHORA SOBRE CADA UNA DE LAS ACTIVIDADES QUE USTED IDENTIFICO COMO ACTIVIDADES QUE [NOMBRE DEL NIÑO] NUNCA O CASI NUNCA PARTICIPA. CUANDO USTED O ALGUN OTRO MIEMBRO DE LA FAMILIA ESTA PARTICIPANDO EN ESTAS ACTIVIDADES, ¿QUE HACE [NOMBRE DEL NIÑO]?

[Obtenga información acerca de si el niño esta ocupado en actividades (por ejemplo: jugando solo) que puedan servir como funciones para realzar el desarrollo.]

[Trate de obtener la figura más completa posible acerca de las diferentes actividades en la comunidad que el niño experimenta y acerca de lo que hace el niño como parte de esas experiencias.]

Factores que Influencian el Acontecimiento de las Actividades (Aporte)

[Esta parte de la entrevista busca obtener información acerca de porqué ciertas actividades ocurren, el propósito de las actividades, etc. Es importante escuchar, observar y reflexionar cuidadosamente acerca de lo que se dice y de lo que se hace para asegurarnos de que estamos preguntando las cosas necesarias para obtener detalles y clarificación de descripciones que no estén claras. (Por ejemplo: si salir a caminar por el vecindario después de la comida/cena es una rutina/ritual familiar, se le podría preguntar a la familia "¿Porqué es importante salir a caminar por el vecindario después de la comida/cena?") La variedad de factores que podrían ser asociados con las diferentes actividades incluyen, pero no están limitadas al niño (edad, sexo, severidad del retraso, etc.), factores personales (edad de los padres, estado civil, intereses, etc.), factores de la familia (nivel socioeconómico, recursos financieros, etc.), factores intergeneracionales (por ejemplo: cosas que el padre hizo cuando era niño y que “transmite” a sus propios hijos), y factores culturales, religiosos, étnicos y otros.]

[Es mejor empezar con actividades para las cuales las “razones” parecen ser altamente aparentes (por ejemplo: usted observa al padre emocionado cuando el describe actividades que se llevan a cabo al aire libre. Usted podría decir “Yo he notado que usted se emociona cuando cuenta acerca de las actividades que usted y su familia hacen en el centro de recreación. ¿Hay algunas razones en particular por las cuales a usted le gusta hacer esta clase de actividades?”]

LA ULTIMA COSA QUE QUISIERA PREGUNTARLE ES ACERCA DE COMO Y PORQUE SU FAMILIA HACE DIFERENTES ACTIVIDADES EN LA COMUNIDAD. NO VAMOS A HABLAR DE ACTIVIDADES ESPECIFICAS SINO DE ACTIVIDADES EN GENERAL.

[Obtenga descripciones de, haga observaciones acerca, y sino obtenga evidencia de como las clases de aporte mencionadas más abajo influencian el acontecimiento de actividades en la comunidad y su forma y función.]

[El Niño: Edad, impedimento, severidad, condiciones médicas, etc.]

¿COMO COSAS, COMO LA EDAD DE [NOMBRE DEL NIÑO], LO QUE LE GUSTA Y NO LE GUSTA, SU CONDICION [IMPEDIMENTO O RETRASO], INFLUENCIAN SU PARTICIPACION EN ACTIVIDADES EN LA COMUNIDAD?

[¿Cómo las aptitudes y talentos de [nombre del niño] afectan las clases de cosas que el/ella hace?]

[¿Cómo afecta la salud de su niño lo que el/ella hace?]

[¿Cómo es que el deseo y lo que "empuja" a su niño afecta lo que el/ella hace?]

[Padre: Edad, nivel de educación, intereses personales, valores/creencias personales, etc.]

¿COMO SUS PROPIOS INTERESES Y CIRCUNSTANCIAS [TRABAJO O ESTADO CIVIL] INFLUENCIAN LAS CLASES DE ACTIVIDADES EN LAS QUE SU NIÑO PARTICIPA?

[¿Cómo afectan las cosas que a usted le gustan hacer a lo que su niño hace?]

[¿Cuán importante es para su niño el hacer cosas que usted esta interesado en hacer?]

[¿Cómo afectan sus otras responsabilidades familiares y obligaciones a lo que su niño llega a hacer?]

[Familia: Nivel socioeconómico, ingresos, composición, arreglos/condiciones de vivienda, intereses familiares valores y creencias familiares, etc.]

¿COMO INFLUENCIA SU SITUACION FAMILIAR A LAS CLASES DE ACTIVIDADES EN LAS QUE [NOMBRE DEL NIÑO] PARTICIPA?

[¿Cómo afecta donde usted vive a la clase de cosas que su niño hace?]

[¿Cómo afectan sus otros niños (si es el caso) a lo que [nombre del niño] hace?]

[¿Cómo afecta situación financiera de la familia y obligaciones a lo que su niño hace?]

[Intergeneracional: Experiencias del pasado, influencia de nuestros propios padres, etc.]

¿COMO INFLUENCIA LO QUE USTED HIZO DE NIÑO/A A LO QUE [NOMBRE DEL NIÑO] HACE?

[¿Cómo afectan las cosas que su familia hizo cuando usted estaba creciendo a lo que su niño hace?]

[¿Cómo afectan lo que sus propios padres hicieron a las cosas que usted hace con su niño/a?]

[Religioso: Creencias/valores, denominación, espiritualidad, etc.]

¿EN QUE FORMAS INFLUENCIA SUS PRACTICAS RELIGIOSAS O CREENCIAS ESPIRITUALES A LAS CLASES DE ACTIVIDADES QUE [NOMBRE DEL NIÑO] PARTICIPA?

[¿El ir a reuniones religiosas/espirituales afecta lo que su niño hace?]

[¿Cómo afectan el creer en Dios, rezar, u otras cosas "espirituales" a las clases de cosas que su niño hace?]

[¿Cómo afectan sus creencias acerca de la vida y como se debe de tratar a las personas a lo que su niño hace?]

[Cultural/Etnico: Creencias/Valores, costumbres, aculturación, país de nacimiento, tiempo en los Estados Unidos, etc.]

¿QUE COSAS ACERCA DE SU ANTECEDENTE ETNICO O CULTURAL INFLUENCIAN LAS COSAS QUE [NOMBRE DEL NIÑO] HACE?

[¿Qué clase de cosas que son especiales de su etnicidad/cultura afectan las cosas que su niño hace?]

[¿Cómo las cosas sobre su herencia cultural transmitidas a sus niño afectan lo que su niño hace?]

¿HAY ALGO MAS QUE USTED ME PUEDA CONTAR SOBRE LAS CLASES DE ACTIVIDADES EN LAS QUE [NOMBRE DEL NIÑO] PARTICIPA?

ESCALA DE OBSERVACION PARA ACTIVIDADES EN EL HOGAR

Características Descriptivas de las Actividades en el Hogar

[Introduction for Observer]

[The purpose of the Home Activity Settings Observation Scale is to code information about the occurrence and characteristics of home activity settings based on observations of activity settings that occur during visits to the family, family responses to inquiries about physical evidence that is observed during family visits, and responses to questions about events and activities that have happened since the previous visit. The Home Activity Observation Sheet is used to code information about the activities observed or described, the type of activity setting that occurred (including whether the child participated in the activity), and the child behavior occurring in the context of that activity setting. The Observation Sheet is completed during and following each visit with a family based on all observations made and descriptions obtained during that visit.]

Observations of Home Activity Settings

1. What activities were observed during the visit to the family (e.g., eating snack, reading a story, playing outdoors)?

> [Write a brief description of each activity observed during the visit in the Activity Setting column of the Observation Sheet.]
>
> [Record the code for the category that best "fits" that activity in the Category column of the Observation Sheet. Refer to Table 1 in the Case

Study Protocol Technical Manual for examples of activity settings in each of the categories listed on the Observation Sheet. If no category seems to "fit" the activity, code the category as Other Activity Settings.]

2. What type of activity was observed? [For each activity observed asked the parent]

¿CUAN A MENUDO OCURRE ESTA ACTIVIDAD?

[Record the type of activity setting (i.e., daily, nondaily, family celebration, family tradition) in the Type column. Record how often the activity occurs in the Frequency column of the Observation Sheet.]

3. Was the child involved in the activity?

[Record whether or not the child was involved in the activity setting in the Child Participation column Of the Observation Sheet.]

4. What did the child do during the activity? How did the child participate in the activity? What were parents' comments about what the child did during the activity?

[Describe the child's behavior in detail in the Child Behavior column of the Observation Sheet. If the child does not participate in an activity, note this and record what the child does instead.]

5. How did child characteristics (e.g., age interests, capabilities, disability, medical condition, etc.) influence the occurrence of the activity? How did child characteristics influence child's participation in the activity? How did child characteristics influence the way the activity was carried out?

[Record this information in your Field Notes completed for each visit to the family.]

Physical Evidence of Home Activity Settings

1. What physical evidence in the home, which has not been observed previously, indicates other child and family activity settings may occur on a daily or nondaily basis, or occur as family celebrations or traditions?

[What kinds of photographs, photo albums are displayed?]

[Are written schedules, calendars with planned activities, appointments posted?]

[What religious articles, sacred objects, and symbols are in the home?]

[Are greeting cards, birthday cards displayed?]

[Are there holiday decorations in the home?]

[What kinds of items support the child's participation in certain routines (e.g., high chairs, stroller, backpack)?]

[What kinds of items represent family interest in certain activities (e.g., toys, balls and other sports equipment, musical instruments, books, children's artwork posted, etc.)?]

[What other physical evidence is observed?]

2. What activity settings are associated with each piece of physical evidence observed? [For each piece of physical evidence not previously observed ask the parent]

HE NOTADO [NOMBRAR COSA]. ¿PODRIA CONTARME MAS ACERCA DE LAS ACTIVIDADES QUE USTED Y SU FAMILIA HACEN CON [COSA]? ¿CUAN A MENUDO OCURREN LAS ACTIVIDADES?

[Write a brief description of each activity described by the parent in the Activity Setting column of the Observation Sheet.]

[Record the code for the category that best "fits" that activity in the Category column of the Observation Sheet. Refer to Table 1 in the Case Study Protocol Technical Manual for examples of activity settings for each of the categories listed on the Observation Sheet. If no category seems to "fit" the activity, code the category as Other Home Activity Settings.]

[Record the type of activity setting in the Type column. Record how often the activity occurs in the Frequency column of the Observation Sheet.]

3. ¿COMO PARTICIPA [NOMBRE DEL NIÑO] EN ESTA ACTIVIDAD?

[Record whether or not the child is involved in the activity setting in the Child Participation column of the Observation Sheet.]

4. ¿QUE HACE [NOMBRE DEL NIÑO] DURANTE ESTA ACTIVIDAD?

[Describe the child's behavior in detail in the Child Behavior column of the Observation Sheet. If the child does not participate in any activity, note this and record what the child does instead.]

5. DE TODAS LAS ACTIVIDADES QUE HEMOS HABLADO, ¿CUALES SON LAS ACTIVIDADES PARTICULARMENTE INTERESANTES PARA [NOMBRE DEL

NIÑO]? ¿CUALES SON LAS ACTIVIDADES QUE A SU NIÑO LE GUSTA HACER MAS?

[Record the information in your Field Notes completed for each visit to the family.]

Activities Occurring Between Visits

[The parent should be engaged in informal conversation during each visit about the activities that occurred since the last family visit. The questions should be posed as informally as possible so as to elicit descriptive responses that can be coded on the observation Sheet.]

1. DESDE LA ULTIMA VEZ QUE NOS REUNINOS, ¿QUE CLASE DE COSAS [RUTINAS, ACTIVIDADES, EVENTOS, CELEBRACIONES] HAN HECHO USTED Y SU FAMILIA?

[Write a brief of each description of each activity described by the parent in the Activity Setting column of the Observation Sheet.]

[Record the code for the category that best "fits" that activity in the Category column of the Observation Sheet. Refer to Table 1 in the Case Study Protocol Technical Manual for examples of activity settings for each of the categories listed on the Observation Sheet. If no category seems to "fit" the activity, code the category as Other Home Activity Settings.]

2. ¿CUANDO (CUAN A MENUDO) OCURRE ESTA ACTIVIDAD?

[Record the type of activity setting (i.e., daily, nondaily, family celebration, family tradition) in the Type column of the Observation Sheet.]

[Record how often each activity occurs in the Frequency column of the Observation Sheet.]

3. ¿COMO PARTICIPO (EL NIÑO) EN ESTA ACTIVIDAD?

[Record whether or not the child was involved in the activity setting in the Child Participation column of the Observation Sheet.]

4. ¿QUE HIZO (EL NIÑO) DURANTE ESTA ACTIVIDAD?

[Describe the child's behavior in detail in the Child Behavior column of the Observation Sheet. If the child does not participate in an activity, note this and record what the child does instead.]

5. ¿HAY ALGUNAS OTRAS COSAS QUE USTED Y/O SU NIÑO HAN HECHO DESDE LA ULTIMA VEZ QUE LOS VISITE, QUE NO HAYAMOS HABLADO TODAVIA?

6. DE TODAS LAS ACTIVIDADES QUE HEMOS HABLADO, ¿CUALES SON LAS ACTIVIDADES QUE (EL NIÑO) ESTA PARTICULARMENTE INTERESADO? ¿CUALES SON LAS ACTIVIDADES QUE A SU NIÑO LE GUSTA HACER MAS?

[Record the information in your Field Notes completed for each visit to the family.]

ESCALA DE OBSERVACION PARA ACTIVIDADES EN LA COMUNIDAD

Características Descriptivas de las Actividades en la Comunidad

[Introduction for Observer]

[The purpose of the Community Activity Settings Observation Scale is to code information about the occurrence and characteristics of community activity settings based on observations of activity settings that occur while attending community activities and events with the family, family responses to inquiries about physical evidence that is observed during family visits, and responses to questions about community events and activities that have happened since the previous visit. The Community Activity Observation Sheet is used to code information about the activities observed or described, the type of activity setting that occurred (including whether the child participated in the activity), and the child behavior occurring in the context of that activity setting. The Observation Sheet is completed during and following each visit with a family based on all observations made and descriptions obtained during that visit.]

Observations of Community Activity Settings

1. What activities were observed while attending a community activity or event with the family?

[Write a brief description of each activity observed during the visit in the Activity Setting column of the Observation Sheet.]

[Record the code for the category that best "fits" that activity in the Category column of the Observation Sheet. Refer to Table 2 in the Case

Study Protocol Technical Manual for examples of activity settings in each of the categories listed on the Observation Sheet. If no category seems to "fit" the activity, code the category as Other Community Activity Settings.]

2. What type of activity was observed? [For each activity observed asked the parent]

¿CUAN A MENUDO OCURRE ESTA ACTIVIDAD?

[Record the type of activity setting (i.e., formal, informal, community celebration, community tradition) in the Type column. Record how often the activity occurs in the Frequency column of the Observation Sheet.]

3. Was the child involved in the activity?

[Record whether or not the child was involved in the activity setting in the Child Participation column of the Observation Sheet.]

4. What did the child do during the activity? How did the child participate in the activity? What were parents' comments about what the child did during the activity?

[Describe the child's behavior in detail in the Child Behavior column of the Observation Sheet. If the child does not participate in an activity, note this and record what the child did instead.]

5. How did child characteristics (e.g., age interests, capabilities, disability, medical condition, etc.) influence the occurrence of the activity? How did child

characteristics influence child's participation in the activity? How did child characteristics influence the way the activity was carried out?

[Record this information in your Field Notes completed for each visit to the family.]

Physical Evidence of Community Activity Settings

1. What physical evidence in the home, which has not been observed previously, indicates other child and family community activity settings may occur as formal or informal community activities, or as community celebrations or traditions?

[What kinds of photographs, photo albums of community activities and events are displayed?]

[Are written schedules, calendars with planned activities, appointments, flyers announcing community activities and events posted?]

[What kinds of children's products from community activities and events (e.g., artwork from classes items made at a festival, etc.) are observed?

[What kinds of items support the child's participation in certain community activites and evants (e.g., stroller, backpack)?]

[What kinds of items represent family/child interest in certain community activities and events (e.g., balls and other sports equipment, musical instruments, library books, children's artwork posted, etc.)?]

[What other physical evidence is observed?]

2. What activity settings are associated with each piece of physical evidence observed? [For each piece of physical evidence not previously observed ask the parent]

HE NOTADO [NOMBRAR COSA]. ¿PODRIA CONTARME MAS ACERCA DE LAS ACTIVIDADES QUE USTED Y SU FAMILIA HACEN CON [COSA]? ¿CUAN A MENUDO OCURREN LAS ACTIVIDADES?

[Write a brief description of each activity described by the parent in the Activity Setting column of the Observation Sheet.]

[Record the code for the category that best "fits" that activity in the Category column of the Observation Sheet. Refer to Table 2 in the Case Study Protocol Technical Manual for examples of activity settings for each of the categories listed on the Observation Sheet. If no category seems to "fit" the activity, code the category as Other Community Activity Settings.]

[Record the type of activity setting (i.e., formal, informal, community celebration, community tradition) in the Type column. Record how often the activity occurs in the Frequency column of the Observation Sheet.]

3. ¿COMO PARTICIPA [NOMBRE DEL NIÑO] EN ESTA ACTIVIDAD?

[Record whether or not the child is involved in the activity setting in the Child Participation column of the Observation Sheet.]

4. ¿QUE HACE [NOMBRE DEL NIÑO] DURANTE ESTA ACTIVIDAD?

[Describe the child's behavior in detail in the Child Behavior column of the Observation Sheet. If the child does not participate in any activity, note this and record what the child does instead.]

5. DE TODAS LAS ACTIVIDADES QUE HEMOS HABLADO, ¿CUALES SON LAS ACTIVIDADES PARTICULARMENTE INTERESANTES PARA [NOMBRE DEL NIÑO]? ¿CUALES SON LAS ACTIVIDADES QUE A SU NIÑO LE GUSTA HACER MAS?

[Record the information in your Field Notes completed for each visit to the family.]

Activities Occurring Between Visits

[The parent should be engaged in informal conversation during each visit about the activities that occurred since the last family visit. The questions should be posed as informally as possible so as to elicit descriptive responses that can be coded on the Observation Sheet.]

1. DESDE LA ULTIMA VEZ QUE NOS REUNINOS, ¿QUE CLASE DE COSAS [RUTINAS, ACTIVIDADES, EVENTOS, CELEBRACIONES] HAN HECHO USTED Y SU NIÑO HAN ESTADO HACIENDO FUERA DEL HOGAR [EN LA COMUNIDAD]?

[Write a brief of each description of each activity described by the parent in the Activity Setting column of the Observation Sheet.]

[Record the code for the category that best "fits" that activity in the Category column of the Observation Sheet. Refer to Table 2 in the Case

Study Protocol Technical Manual for examples of activity settings for each of the categories listed on the Observation Sheet. If no category seems to "fit" the activity, code the category as Other Community Activity Settings.]

[Record the type of activity setting (i.e., formal, informal, community celebration, community tradition) in the Type column of the Observation Sheet.]

2. ¿CUANDO (CUAN A MENUDO) OCURRE ESTA ACTIVIDAD?

   [Record how often each activity occurs in the Frequency column of the Observation Sheet.]

3. ¿COMO PARTICIPO (EL NIÑO) EN ESTA ACTIVIDAD?

   [Record whether or not the child was involved in the activity setting in the Child Participation column of the Observation Sheet.]

4. ¿QUE HIZO (EL NIÑO) DURANTE ESTA ACTIVIDAD?

   [Describe the child's behavior in detail in the Child Behavior column of the Observation Sheet. If the child does not participate in an activity, note this and record what the child does instead.]

5. ¿HAY ALGUNAS OTRAS COSAS QUE USTED Y/O SU NIÑO HAN HECHO DESDE LA ULTIMA VEZ QUE LOS VISITE, QUE NO HAYAMOS HABLADO TODAVIA?

6. DE TODAS LAS ACTIVIDADES QUE HEMOS HABLADO, ¿CUALES SON LAS ACTIVIDADES QUE (EL NIÑO) ESTA PARTICULARMENTE INTERESADO?

¿CUALES SON LAS ACTIVIDADES QUE A SU NIÑO LE GUSTA HACER MAS?

[Record the information in your Field Notes completed for each visit to the family.]

Home and Community Activity Setting Recording Form

English Language Learners

Interviewer ______________________ Date(s) ______________________ Site ________________

Parent's Name______________________ Child's Name______________________________________

	Location (General)	Activity Setting (Specific)	Child Participation [a]	Child Behavior

[a] A = Always/Almost Always, S = Sometimes, N = Never/Almost Never

Home and Community Activity Setting Recording Form

English Language Learners
Early Intervention Group

Interviewer ____________________ Date(s) ____________________ Site ______________

Parent's Name____________________ Child's Name______________________________

Location (General)	Activity Setting (Specific)	Child Participation[a]	Child Behavior

[a] A = Always/Almost Always, S = Sometimes, N = Never/Almost Never

Running Head: ACTIVITY SETTING INTERVIEW QUESTIONNAIRE

Alternative Early Intervention Service Delivery Models for Latino Families Whose Children are English Language Learners

ACTIVITY SETTING INTERVIEW PROTOCOL

[Use with Early Intervention Group]

March, 1999

STUDY 1

CASE STUDY INTERVIEW QUESTIONNAIRE

Descriptive Characteristics Of Home and Community Activity Settings

[Introduction for Interviewer]

[The purposes of this interview are: (1) identify what types of activities the families have been asked to do by the early intervention staff and (2) what types of activities the early intervention staff do with the child and the family.

[Introduction for Parent/Family Member]

I'D LIKE TO BEGIN BY FIRST EXPLAINING WHAT WE WILL BE DOING DURING OUR TIME TOGETHER TODAY. AS I HAVE TOLD YOU BEFORE, WE ARE TRYING TO LEARN MORE ABOUT WHAT KIND OF YOU HAVE BEEN ASKED TO DO WITH [CHILD'S NAME] BY [THE NAME OF THE EARLY INTERVENTION STAFF PERSON] AND WHAT KIND OF THINGS HE/SHE DOES WITH [CHILD'S NAME] AND YOU. AS I HAVE SAID TO YOU BEFORE, OUR CONVERSATIONS ARE CONFIDENTIAL, AND NO ONE BUT OUR RESEARCH STAFF WILL BE ALLOWED TO SEE WHAT WE TALK ABOUT. I WILL BE TAPE RECORDING WHAT WE TALK ABOUT SO WE CAN GO BACK LATER AND LISTEN TO WHAT YOU SAID. DO YOU HAVE ANY QUESTIONS BEFORE WE BEGIN?

Types of Activities Settings

I'D LIKE TO BEGIN BY SAYING A LITTLE BIT ABOUT THE ACTIVITIES I'M INTERESTED IN TALKING ABOUT. CHILDREN AND THEIR FAMILIES DO DIFFERENT KINDS OF THINGS AS PART OF EARLY INTERVENTION. SOMETIMES PARENTS ARE ASKED BY EARLY INTERVENTION STAFF TO DO CERTAIN

ACTIVITIES WITH THEIR CHILD. THIS MIGHT HAPPEN WHEN THE STAFF PERSON IS WITH YOU OR IT MIGHT BE SOMETHING YOU DO WHEN THAT PERSON IS NOT PRESENT. THESE ACTIVITIES OR THERAPIES MIGHT BE SOMETHING THAT THE STAFF PERSON DOES WITH YOUR CHILD. LET'S BEGIN BY HAVING YOU TELL ME ABOUT THESE DIFFERENT KINDS OF ACTIVITIES YOU HAVE BEEN ASKED TO DO WITH [CHILD'S NAME] BY [EARLY INTERVENTIONIST NAME] OR ANY OTHER PERSON FROM [THE AGENCY'S NAME].

[Make a list of the locations and activities the family describes on the Activity Settings Recording Form or on a separate piece of paper as you identify the activity settings specific to the target family.]

WHAT KINDS OF THINGS DO [EARLY INTERVENTIONIST'S NAME] OR ANY OTHER PERSON FROM [THE AGENCY'S NAME] DO WITH [CHILD'S NAME] OR YOU?

[Determine and record general and specific location (e.g., home is general, the, kitchen is specific; park is general, slide is the specific location.)]

WHAT KINDS OF THINGS DO YOU AND YOUR FAMILY DO IN YOUR HOME AND COMMUNITY ALMOST EVERY DAY DURING CERTAIN TIMES OF THE YEAR, DURING OTHER SEASONS?

Child Behavior in the Activity Settings (Outputs)

THE NEXT THING I'D LIKE TO DO IS HAVE YOU TELL ME ABOUT THE THINGS [CHILD'S NAME] DOES WHEN [SHE][HE] IS INVOLVED IN THE ACTIVITIES AND ANY ENGLISH WORDS [HE] [SHE] USES. LET'S TALK ABOUT EACH ACTIVITY ONE AT A TIME AND TELL ME ABOUT ALL THE DIFFERENT THINGS [CHILD'S

NAME] DOES AND WHAT IF ANY ENGLISH WORDS [HE] [SHE] USED. WHAT DOES [CHILD'S NAME] DO WHEN [SHE][HE] IS INVOLVED IN ____________________?

[Go through each activity and elicit descriptions of the child behaviors displayed in the activity until the behaviors associated with each activity setting rated always/almost are fully described. Also, record all English words currently used in the activity setting.]

[Ask (probe) for as specific descriptions as possible. If the parent gives a response like "he plays," probe for elaboration by asking a question like "what kinds of things does he do when he is playing?"]

IS THERE ANYTHING ELSE YOU CAN TELL ME ABOUT WHAT KINDS OF ACTIVITIES [CHILD'S NAME] PARTICIPATES IN?

revised 3/99 - srm

Family Activity Setting Log

Child's Name ________________________________ Age ____________

Person Completing Form ____

Month ____________________ Week of ____________ Date: ______________

INSTRUCTIONS

Activity Setting

Please complete this form once a day. If an activity happened for your child, circle the day [Ⓜ] it happened. If it did not happen, cross out the day [~~T~~].

Child English Usage

If your child used English during the activity, circle the day this happened [Ⓜ]. If your child did not use English during the activity, cross the day out [~~S~~].

Child Response

If your child smiled, laughed, or otherwise enjoyed the activity, circle the day this happened [Ⓣh]. If your child did not enjoy the activity, cross the day out [~~Sa~~].

Adding Activities

If a new activity happened, record it at the bottom of the sheet and write in the behavior your child did. Use the circle [Ⓕ] and cross-out [~~Su~~] system above to tell us when and what happened.

Notes

Please make any notes you think would be helpful on the back page of the log.

Activity Setting	Did your child participate in the activity setting?						
	M	T	W	Th	F	S	Su
	M	T	W	Th	F	S	Su
	M	T	W	Th	F	S	Su
	M	T	W	Th	F	S	Su
	M	T	W	Th	F	S	Su
	M	T	W	Th	F	S	Su
	M	T	W	Th	F	S	Su
	M	T	W	Th	F	S	Su
	M	T	W	Th	F	S	Su
	M	T	W	Th	F	S	Su
	M	T	W	Th	F	S	Su
	M	T	W	Th	F	S	Su
	M	T	W	Th	F	S	Su
	M	T	W	Th	F	S	Su
	M	T	W	Th	F	S	Su
	M	T	W	Th	F	S	Su
	M	T	W	Th	F	S	Su
	M	T	W	Th	F	S	Su
	M	T	W	Th	F	S	Su
	M	T	W	Th	F	S	Su
	M	T	W	Th	F	S	Su

id your child speak English in the activity setting?							Did your child enjoy or like the activity setting? (smile, laugh, get excited, etc.)						
	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su
	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su
	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su
	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su
	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su
	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su
	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su
	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su
	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su
	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su
	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su
	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su
	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su
	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su
	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su
	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su
	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su
	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su
	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su
	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su
	T	W	Th	F	S	Su	M	T	W	Th	F	S	Su

NOTES
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

Cuaderno de la Familia para las Actividades

Nombre de el Niño____________________________________ Edad____________

Persona llenando el cuaderno____

Mes _______________________ Semana________________________________

INSTRUCCIONES

Actividad

Por favor llene el cuaderno una vez al día. Si está actividad occurrío con su niño, circule el dí Ⓛ en que paso. Si no paso, por favor haga una raya a través de el día [L̸].

Uso De Inglés De El Niño

Si su niño usó Inglés en la actividad, cincule el día [Ⓛ]. Si su niño no usó Inglés en la actividad, haga una raya en el dia [S̸].

Reacción de el Niño

Si su niño sonrió, se rió, I disfrutó la actividad circule el día Ⓙ en que paso. Si el niño no disfrutó la actividad, haga una raya en el día [J̸].

Agregando Actividades

Si una actividad nueva ocurrío por favor escríbala al final de la hoja y escriba el comportamiento de el niño. Use el sístema de círculo Ⓛ de raya ed [L̸] para decirnos cuándo y qué paso.

Notas

Por favor escriba notas que usted crea que nos ayudaran al final de el cuaderno.

Actividad	Su niño participó en Esta actividad?						
	L	M	Mi	J	V	S	D
	L	M	Mi	J	V	S	D
	L	M	Mi	J	V	S	D
	L	M	Mi	J	V	S	D
	L	M	Mi	J	V	S	D
	L	M	Mi	J	V	S	D
	L	M	Mi	J	V	S	D
	L	M	Mi	J	V	S	D
	L	M	Mi	J	V	S	D
	L	M	Mi	J	V	S	D
	L	M	Mi	J	V	S	D
	L	M	Mi	J	V	S	D
	L	M	Mi	J	V	S	D
	L	M	Mi	J	V	S	D
	L	M	Mi	J	V	S	D
	L	M	Mi	J	V	S	D
	L	M	Mi	J	V	S	D
	L	M	Mi	J	V	S	D
	L	M	Mi	J	V	S	D
	L	M	Mi	J	V	S	D
	L	M	Mi	J	V	S	D

Hablo su niño Inglés en esta Actividad?						Disfrutó su niño o le gusto la actividad? (sonrió, se emocionó)						
M	Mi	J	V	S	D	L	M	Mi	J	V	S	D
M	Mi	J	V	S	D	L	M	Mi	J	V	S	D
M	Mi	J	V	S	D	L	M	Mi	J	V	S	D
M	Mi	J	V	S	D	L	M	Mi	J	V	S	D
M	Mi	J	V	S	D	L	M	Mi	J	V	S	D
M	Mi	J	V	S	D	L	M	Mi	J	V	S	D
M	Mi	J	V	S	D	L	M	Mi	J	V	S	D
M	Mi	J	V	S	D	L	M	Mi	J	V	S	D
M	Mi	J	V	S	D	L	M	Mi	J	V	S	D
M	Mi	J	V	S	D	L	M	Mi	J	V	S	D
M	Mi	J	V	S	D	L	M	Mi	J	V	S	D
M	Mi	J	V	S	D	L	M	MIi	J	V	S	D
M	Mi	J	V	S	D	L	M	Mi	J	V	S	D
M	Mi	J	V	S	D	L	M	Mi	J	V	S	D
M	Mi	J	V	S	D	L	M	Mi	J	V	S	D
M	Mi	J	V	S	D	L	M	Mi	J	V	S	D
M	Mi	J	V	S	D	L	M	Mi	J	V	S	D
M	Mi	J	V	S	D	L	M	Mi	J	V	S	D
M	Mi	J	V	S	D	L	M	Mi	J	V	S	D
M	Mi	J	V	S	D	L	M	Mi	J	V	S	D
M	Mi	J	V	S	D	L	M	Mi	J	V	S	D

NOTAS

Lunes

Martes

Miércoles

Jueves

Viernes

Sábado

Domingo

Running Head: ACTIVITY SETTING RATING SCALE

Alternative Early Intervention Service Delivery
Models for Latino Families Whose Children Are English Language Learners

ACTIVITY SETTING RATING SCALE

[Use with the Experimental Group Only]

March 1999

Activity Setting Rating Scale

The Activity Setting Rating Scale is an investigator administered scale completed by interviewing a parent respondent about the target activity settings for his/her child. Ratings are made for the individual activity settings and child's English language, respectively, by a parent as the sources and consequences of the learning opportunities. Ratings are also made by the parent regarding the response costs of the activities and judgements about his or her own parenting behavior.

The activity setting section of the scale should be completed before visiting the child and family. The scale items are "administered" by asking the parent to make ratings of different aspects of individual activity settings, child's use of English, and a number of aspects of the respondent's own behavior. ALL RATINGS ARE MADE IN REFERENCE TO THE TIME SINCE THE LAST VISIT, EXCEPT WHEN NO VISIT HAS BEEN MADE FOR TWO OR MORE WEEKS THEN THE REFERENCE IS THE WEEK PRIOR TO ADMINISTERING THE SCALE. The scale should be administered in as an informal manner as possible, eliciting parent descriptions of the activity settings, child's English usage, learning opportunities, etc. Descriptive information is recorded in the field notes for each of the visits/observations.

CHILD PARTICIPATION IN THE ACTIVITY SETTINGS

I WANT TO BEGIN BY GOING OVER THE LIST OF ACTIVITY SETTINGS THAT YOU IDENTIFIED AS LEARNING OPPORTUNITIES AND HAVING YOU TELL ME WHETHER OR NOT [CHILD'S NAME] PARTICIPATED IN THE ACTIVITY DURING THE PAST WEEK. (If an activity setting did not occur during the past week, ask about the occurrence of that activity setting during the past two weeks, and use that as the basis of the ratings if the activity occurred.)

[Put a check [✓] mark in the occurrence column next to the activity setting if the activity occurred. The subsequent set of ratings are made only for the activities.]

ACTIVITY SETTING RATINGS

The first set of ratings are specific to the target activity settings. Each rating should be made by going down the list of activity settings and asking the parent to indicate (using the appropriate rating card) which response best describes the activity setting being assessed. That is, the interest-based ratings should be made first for each of the activity settings, followed by the persistence ratings, and so forth until all the ratings have been made.

[INSTRUCTIONS TO THE PARENT]

I'D LIKE YOU TO TELL ME ABOUT THE ACTIVITY SETTINGS [CHILD'S NAME] GOT TO EXPERIENCE DURING THE PAST WEEK. PLEASE USE THIS CARD TO MAKE YOUR RATINGS. [Provide the parent the correct rating card.] I'LL BE ASKING YOU A SERIES OF QUESTIONS AND HAVE YOU TELL ME THE RATING THAT BEST DESCRIBES YOUR FEELINGS ABOUT THE ACTIVITIES. WE'LL GO DOWN THE LIST OF ACTIVITY SETTINGS AND HAVE YOU RESPOND TO EACH OF THEM ONE AT A TIME. AFTER WE FINISH THE FIRST SET OF RATINGS, WE'LL GO TO THE NEXT SET OF QUESTIONS.

Interest - Based

1. How much did [Child's Name] enjoyed or was interested in using English in the activity setting?

   A. Not At All

   B. Very Little

   C. Some

   D. Quite A Bit

   E. A Great Deal

Child Persistence

2. How much did [Child's Name] work at using English in this activity setting?

   A. Not At All

   B. Very Little

   C. Some

   D. Quite A Bit

   E. A Great Deal

Learning Opportunities

3. How many different English words did the child use in the activity setting?

   A. None

   B. A Few

   C. Some

   D. Quite A Lot

   E. Too Many to Count

[If the parent gives responses B, C, or D, on this item, ask them what words the child said. Record them in the "English words used by the child" section. If needed, use the back.]

CHILD BEHAVIOR RATINGS

The second set of ratings are specific to the child behavior expected in the context of the activity settings. Each aspect of child behavior should be assessed by the parent in the same way that the activity setting ratings were made.

[INSTRUCTIONS TO THE PARENT]

NEXT I WOULD LIKE YOU TO MAKE SOME RATINGS ABOUT YOUR CHILD'S ENGLISH IN EACH OF THE ACTIVITY SETTINGS. WE'LL GO DOWN THE LIST THE SAME WAY WE DID BEFORE AND HAVE YOU TELL ME THE RATING THAT BEST DESCRIBES YOUR FEELINGS ABOUT [CHILD'S NAME] BEHAVIOR.

Child Competence

1. How well did [Child's Name] use English in the activity setting?

   A. Never Occurred

   B. Not Very Well

   C. Just OK

   D. Pretty Good

   E. Great/Super

Frequency

2. How often did [Child's Name] use English in the activity setting?

   A. Not At All

   B. A Little

   C. Some

   D. Quite A Bit

   E. A Great Deal

Range of Behaviors

3. Besides using English words identified as part of this activity, how many other English words did [Child's Name] do in the activity setting?

   A. None

   B. A Few

   C. Some

   D. Quite A Lot

   E. Too Many to Count

[If the parent gives Responses C, D or E for child behavior, ask him/her to describe what the other English words were used. Record them in the "English words used by the child" section of the Activity Setting Rating Scale.

PARENT RATINGS

The third set of ratings are made by the parent specific to his/her assessment and judgement of different characteristics of the activity settings/learning opportunities. It is important to point out that these ratings are different than the other ones that were made so far.

[INSTRUCTIONS TO THE PARENT]

FINALLY I WANT TO ASK YOU TO MAKE SOME RATINGS INVOLVING YOURSELF. THE QUESTIONS HAVE TO DO WITH YOUR FEELINGS AND RATINGS CONCERNING YOUR INVOLVEMENT IN PROVIDING YOUR CHILD OPPORTUNITIES TO LEARN ENGLISH. WE'LL DO THE RATINGS IN THE WAY WE DID THE OTHERS.

Psychological Cost

1. Was it more trouble than it was worth to do the activity with [Child's Name]?

   A. Always More Trouble Than It Was Worth

   B. Almost Always More Trouble Than It Was Worth

   C. Somewhat More Trouble Than It Was Worth

   D. A Little More Trouble Than It Was Worth

   E. Never More Trouble Than It Was Worth

Quality of Life

2. How much did [Child's Name] participation in the activity setting make life better or more enjoyable for your family?

   A. Not At All

   B. Very Little

   C. Some

   D. Quite A Bit

   E. A Great Deal

Parenting Competence

3. How much did getting [Child's Name] to participate in the activity setting make you feel good about providing your child new kinds of opportunities to learn English?

   A. Not At All

   B. Very Little

   C. Some

   D. Quite A Bit

   E. A Great Deal

Not At All (A)	**Very Little (B)**	**Some (C)**	**Quite A Bit (D)**	**A Great Deal (E)**

Never Occurred (A)	**Not Very Well (B)**	**Just OK (C)**	**Pretty Good (D)**	**Great/ Super (E)**

None **(A)**	**A Few** **(B)**	**Some** **(C)**	**Quite A Lot** **(D)**	**Too Many to Count** **(E)**

Always More Trouble (A)	**Almost Always More Trouble (B)**	**Somewhat More Trouble (C)**	**A Little More Trouble (D)**	**Never More Trouble (E)**

Not At All (A)	A Little (B)	Some (C)	Quite A Bit (D)	A Great Deal (E)

Activity Setting Rating Scale

Child's Name ______________________________ Age __________
Respondent ______________________________ Site __________
Rater ____

INSTRUCTIONS

The Activity Setting Rating Scale is an investigator administered scale completed by interviewing a parent respondent about the target activity settings for his/her child. Ratings are made for the individual activity settings and child behaviors identified, respectively, by a parent as the sources and consequences of the learning opportunities. Ratings are also made by the parent regarding the response costs of the activities and judgements about his or her own parenting behavior.

The activity setting section of the scale should be completed before visiting the child and family. The scale items are "administered" by asking the parent to make ratings of different aspects of individual activity settings, child's use of English, and a number of aspects of the respondent's own behavior. ALL RATINGS ARE MADE IN REFERENCE TO THE TIME SINCE YOU LAST MET. If it has been more than one week since you have met, then reference the week prior. The scale should be administered in as an informal manner as possible, eliciting parent descriptions of the activity settings, child behaviors, learning opportunities, etc. Descriptive information is recorded in the field notes for each of the visits/observations.

Each individual rating should be made by going down the list of activity settings and asking the parent to make his/her judgements. After this is done, the other ratings are made in the same way until all ratings are made.

Activity Setting	Occurred Yes or No	English words used by child

d English Behaviors Ratings			Parent Ratings		
tence	Frequency	Range	Psychological Cost	Quality of Life	Parenting

BEST COPY AVAILABLE

NOTES AND COMMENTS

revised 3/99 - srm

Alternative Early Intervention Service Delivery
Models for Latino Families Whose Children Are English Language Learners

ACTIVITY SETTING RATING SCALE

[Use with the Early Intervention Group Only]

March 1999

Activity Setting Rating Scale

The Activity Setting Rating Scale is an investigator administered scale completed by interviewing a parent respondent about the targeted early intervention settings for his/her child. Ratings are made for the individual activity settings and child's English language, respectively, by a parent as the sources and consequences of the learning opportunities. Ratings are also made by the parent regarding the response costs of the activities and judgements about his or her own parenting behavior.

The activity setting section of the scale should be completed before visiting the child and family. The scale items are "administered" by asking the parent to make ratings of different aspects of individual activity settings, child's use of English, and a number of aspects of the respondent's own behavior. ALL RATINGS ARE MADE IN REFERENCE TO THE TIME SINCE THE LAST VISIT, EXCEPT WHEN NO VISIT HAS BEEN MADE FOR TWO OR MORE WEEKS THEN THE REFERENCE IS THE WEEK PRIOR TO ADMINISTERING THE SCALE. The scale should be administered in as an informal manner as possible, eliciting parent descriptions of the activity settings, child's English usage, learning opportunities, etc. Descriptive information is recorded in the field notes for each of the visits/observations.

CHILD PARTICIPATION IN THE ACTIVITY SETTINGS

I WANT TO BEGIN BY GOING OVER THE LIST OF EARLY INTERVENTION ACTIVITIES THAT YOU IDENTIFIED AND HAVING YOU TELL ME WHETHER OR NOT [CHILD'S NAME] PARTICIPATED IN THE ACTIVITY DURING THE PAST WEEK. (If an activity setting did not occur during the past week, ask about the occurrence of that activity setting during the past two weeks, and use that as the basis of the ratings if the activity occurred.)

[Put a check [✓] mark in the occurrence column next to the activity setting if the activity occurred. The subsequent set of ratings are made only for the activities.]

ACTIVITY SETTING RATINGS

The first set of ratings are specific to the target early intervention settings. Each rating should be made by going down the list of activity settings and asking the parent to indicate (using the appropriate rating card) which response best describes the early intervention activity being assessed. That is, the interest-based ratings should be made first for each of the early intervention activity settings, followed by the persistence ratings, and so forth until all the ratings have been made.

[INSTRUCTIONS TO THE PARENT]

I'D LIKE YOU TO TELL ME ABOUT THE EARLY INTERVENTION ACTIVITIES [CHILD'S NAME] GOT TO EXPERIENCE DURING THE PAST WEEK. PLEASE USE THIS CARD TO MAKE YOUR RATINGS. [Provide the parent the correct rating card.] I'LL BE ASKING YOU A SERIES OF QUESTIONS AND HAVE YOU TELL ME THE RATING THAT BEST DESCRIBES YOUR FEELINGS ABOUT THE ACTIVITIES. WE'LL GO DOWN THE LIST OF EARLY INTERVENTION ACTIVITIES AND HAVE YOU RESPOND TO EACH OF THEM ONE AT A TIME. AFTER WE FINISH THE FIRST SET OF RATINGS, WE'LL GO TO THE NEXT SET OF QUESTIONS.

Interest - Based

1. How much did [Child's Name] enjoyed or was interested in using English in the early intervention activity?

   A. Not At All

   B. Very Little

   C. Some

   D. Quite A Bit

   E. A Great Deal

Child Persistence

2. How much did [Child's Name] work at using English in this early intervention activity?

   A. Not At All

   B. Very Little

   C. Some

   D. Quite A Bit

   E. A Great Deal

Learning Opportunities

3. How many different English words did the child use in the early intervention activity?

   A. None

   B. A Few

   C. Some

   D. Quite A Lot

   E. Too Many to Count

[If the parent gives responses B, C, or D, on this item, ask them what words the child said. Record them in the "English words used by the child" section. If needed, use the back.]

CHILD BEHAVIOR RATINGS

The second set of ratings are specific to the child behavior expected in the context of the early intervention activitys. Each aspect of child behavior should be assessed by the parent in the same way that the activity setting ratings were made.

[INSTRUCTIONS TO THE PARENT]

NEXT I WOULD LIKE YOU TO MAKE SOME RATINGS ABOUT YOUR CHILD'S ENGLISH IN EACH OF THE ACTIVITY SETTINGS. WE'LL GO DOWN THE LIST THE SAME WAY WE DID BEFORE AND HAVE YOU TELL ME THE RATING THAT BEST DESCRIBES YOUR FEELINGS ABOUT [CHILD'S NAME] BEHAVIOR.

Child Competence

1. How well did [Child's Name] use English in the early intervention activity setting?

    A. Never Occurred

    B. Not Very Well

    C. Just OK

    D. Pretty Good

    E. Great/Super

Frequency

2. How often did [Child's Name] use English in the early intervention activity?

    A. Not At All

    B. A Little

    C. Some

    D. Quite A Bit

    E. A Great Deal

Range of Behaviors

3. How many other English words did [Child's Name] use in the early intervention activity?

A. None

B. A Few

C. Some

D. Quite A Lot

E. Too Many to Count

[If the parent gives Responses C, D or E for child behavior, ask him/her to describe what the other English words were used. Record them in the "English words used by child" section.]

PARENT RATINGS

The third set of ratings are made by the parent specific to his/her assessment and judgement of different characteristics of the early intervention activities. It is important to point out that these ratings are different than the other ones that were made so far.

[INSTRUCTIONS TO THE PARENT]

FINALLY I WANT TO ASK YOU TO MAKE SOME RATINGS INVOLVING YOURSELF. THE QUESTIONS HAVE TO DO WITH YOUR FEELINGS AND RATINGS CONCERNING YOUR INVOLVEMENT IN PROVIDING YOUR CHILD OPPORTUNITIES TO LEARN ENGLISH. WE'LL DO THE RATINGS IN THE WAY WE DID THE OTHERS.

Psychological Cost

1. Was it more trouble than it was worth to do the early intervention activity with [Child's Name]?

   A. Always More Trouble Than It Was Worth

   B. Almost Always More Trouble Than It Was Worth

   C. Somewhat More Trouble Than It Was Worth

   D. A Little More Trouble Than It Was Worth

   E. Never More Trouble Than It Was Worth

Quality of Life

2. How much did [Child's Name] participation in the early intervention activity make life better or more enjoyable for your family?

   A. Not At All

   B. Very Little

   C. Some

   D. Quite A Bit

   E. A Great Deal

Parenting Competence

3. How much did getting [Child's Name] to participate in the early intervention activity make you feel good about providing your child new kinds of opportunities to learn English?

   A. Not At All

   B. Very Little

   C. Some

   D. Quite A Bit

   E. A Great Deal

Activity Setting Rating Scale

Child's Name ____________________________________ Age __________

Respondent ______________________________________ Site __________

Rater ____

INSTRUCTIONS

The Activity Setting Rating Scale is an investigator administered scale completed by interviewing a parent respondent about the target activity settings for his/her child. Ratings are made for the individual activity settings and child behaviors identified, respectively, by a parent as the sources and consequences of the learning opportunities. Ratings are also made by the parent regarding the response costs of the activities and judgements about his or her own parenting behavior.

The early intervention activity section of the scale should be completed before visiting the child and family. The scale items are "administered" by asking the parent to make ratings of different aspects of individual activity settings, child's use of English, and a number of aspects of the respondent's own behavior. ALL RATINGS ARE MADE IN REFERENCE TO THE TIME SINCE YOU LAST MET. If it has been more than one week since you have met, then reference the week prior. The scale should be administered in as an informal manner as possible, eliciting parent descriptions of the activity settings, child behaviors, learning opportunities, etc. Descriptive information is recorded in the field notes for each of the visits/observations.

Each individual rating should be made by going down the list of activity settings and asking the parent to make his/her judgements. After this is done, the other ratings are made in the same way until all ratings are made.

Early Intervention Activity Setting	Occurred Yes or No	Activity Setting Ratings			English words
		Child Interest	Child Persistence	Learning Opportunities	

ed by Child	Child English Behaviors Ratings			Parent Ratings		
	Competence	Frequency	Range	Psychological Cost	Quality of Life	Parenting

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Running Head: ACTIVITY SETTING RATING SCALE

Alternative Early Intervention Service Delivery Models for Latino Families Whose Children Are English Language Learners

ACTIVITY SETTING RATING SCALE

[Use with the Early Intervention Group Only]

March 1999

Activity Setting Rating Scale

The Activity Setting Rating Scale is an investigator administered scale completed by interviewing a parent respondent about the targeted early intervention settings for his/her child. Ratings are made for the individual activity settings and child's English language, respectively, by a parent as the sources and consequences of the learning opportunities. Ratings are also made by the parent regarding the response costs of the activities and judgements about his or her own parenting behavior.

The activity setting section of the scale should be completed before visiting the child and family. The scale items are "administered" by asking the parent to make ratings of different aspects of individual activity settings, child's use of English, and a number of aspects of the respondent's own behavior. ALL RATINGS ARE MADE IN REFERENCE TO THE TIME SINCE THE LAST VISIT, EXCEPT WHEN NO VISIT HAS BEEN MADE FOR TWO OR MORE WEEKS THEN THE REFERENCE IS THE WEEK PRIOR TO ADMINISTERING THE SCALE. The scale should be administered in as an informal manner as possible, eliciting parent descriptions of the activity settings, child's English usage, learning opportunities, etc. Descriptive information is recorded in the field notes for each of the visits/observations.

CHILD PARTICIPATION IN THE ACTIVITY SETTINGS

I WANT TO BEGIN BY GOING OVER THE LIST OF EARLY INTERVENTION ACTIVITIES THAT YOU IDENTIFIED AND HAVING YOU TELL ME WHETHER OR NOT [CHILD'S NAME] PARTICIPATED IN THE ACTIVITY DURING THE PAST WEEK. (If an activity setting did not occur during the past week, ask about the occurrence of that activity setting during the past two weeks, and use that as the basis of the ratings if the activity occurred.)

[Put a check [✓] mark in the occurrence column next to the activity setting if the activity occurred. The subsequent set of ratings are made only for the activities.]

ACTIVITY SETTING RATINGS

The first set of ratings are specific to the target early intervention settings. Each rating should be made by going down the list of activity settings and asking the parent to indicate (using the appropriate rating card) which response best describes the early intervention activity being assessed. That is, the interest-based ratings should be made first for each of the early intervention activity settings, followed by the persistence ratings, and so forth until all the ratings have been made.

[INSTRUCTIONS TO THE PARENT]

I'D LIKE YOU TO TELL ME ABOUT THE EARLY INTERVENTION ACTIVITIES [CHILD'S NAME] GOT TO EXPERIENCE DURING THE PAST WEEK. PLEASE USE THIS CARD TO MAKE YOUR RATINGS. [Provide the parent the correct rating card.] I'LL BE ASKING YOU A SERIES OF QUESTIONS AND HAVE YOU TELL ME THE RATING THAT BEST DESCRIBES YOUR FEELINGS ABOUT THE ACTIVITIES. WE'LL GO DOWN THE LIST OF EARLY INTERVENTION ACTIVITIES AND HAVE YOU RESPOND TO EACH OF THEM ONE AT A TIME. AFTER WE FINISH THE FIRST SET OF RATINGS, WE'LL GO TO THE NEXT SET OF QUESTIONS.

Interest - Based

1. How much did [Child's Name] enjoyed or was interested in using English in the early intervention activity?

   A. Not At All

   B. Very Little

   C. Some

   D. Quite A Bit

   E. A Great Deal

Child Persistence

2. How much did [Child's Name] work at using English in this early intervention activity?

   A. Not At All

   B. Very Little

   C. Some

   D. Quite A Bit

   E. A Great Deal

Learning Opportunities

3. How many different English words did the child use in the early intervention activity?

   A. None

   B. A Few

   C. Some

   D. Quite A Lot

   E. Too Many to Count

[If the parent gives responses B, C, or D, on this item, ask them what words the child said. Record them in the "English words used by the child" section. If needed, use the back.]

CHILD BEHAVIOR RATINGS

The second set of ratings are specific to the child behavior expected in the context of the early intervention activitys. Each aspect of child behavior should be assessed by the parent in the same way that the activity setting ratings were made.

[INSTRUCTIONS TO THE PARENT]

NEXT I WOULD LIKE YOU TO MAKE SOME RATINGS ABOUT YOUR CHILD'S ENGLISH IN EACH OF THE ACTIVITY SETTINGS. WE'LL GO DOWN THE LIST THE SAME WAY WE DID BEFORE AND HAVE YOU TELL ME THE RATING THAT BEST DESCRIBES YOUR FEELINGS ABOUT [CHILD'S NAME] BEHAVIOR.

Child Competence

1. How well did [Child's Name] use English in the early intervention activity setting?

   A. Never Occurred

   B. Not Very Well

   C. Just OK

   D. Pretty Good

   E. Great/Super

Frequency

2. How often did [Child's Name] use English in the early intervention activity?

   A. Not At All

   B. A Little

   C. Some

   D. Quite A Bit

   E. A Great Deal

Range of Behaviors

3. How many other English words did [Child's Name] use in the early intervention activity?

   A. None

   B. A Few

   C. Some

   D. Quite A Lot

   E. Too Many to Count

[If the parent gives Responses C, D or E for child behavior, ask him/her to describe what the other English words were used. Record them in the "English words used by child" section.]

PARENT RATINGS

The third set of ratings are made by the parent specific to his/her assessment and judgement of different characteristics of the early intervention activities. It is important to point out that these ratings are different than the other ones that were made so far.

[INSTRUCTIONS TO THE PARENT]

FINALLY I WANT TO ASK YOU TO MAKE SOME RATINGS INVOLVING YOURSELF. THE QUESTIONS HAVE TO DO WITH YOUR FEELINGS AND RATINGS CONCERNING YOUR INVOLVEMENT IN PROVIDING YOUR CHILD OPPORTUNITIES TO LEARN ENGLISH. WE'LL DO THE RATINGS IN THE WAY WE DID THE OTHERS.

Psychological Cost

1. Was it more trouble than it was worth to do the early intervention activity with [Child's Name]?

   A. Always More Trouble Than It Was Worth

   B. Almost Always More Trouble Than It Was Worth

   C. Somewhat More Trouble Than It Was Worth

   D. A Little More Trouble Than It Was Worth

   E. Never More Trouble Than It Was Worth

Quality of Life

2. How much did [Child's Name] participation in the early intervention activity make life better or more enjoyable for your family?

   A. Not At All

   B. Very Little

   C. Some

   D. Quite A Bit

   E. A Great Deal

Parenting Competence

3. How much did getting [Child's Name] to participate in the early intervention activity make you feel good about providing your child new kinds of opportunities to learn English?

   A. Not At All

   B. Very Little

   C. Some

   D. Quite A Bit

   E. A Great Deal

Activity Setting Rating Scale

Child's Name ______________________________ Age __________

Respondent ______________________________ Site __________

Rater ______________________________

INSTRUCTIONS

The Activity Setting Rating Scale is an investigator administered scale completed by interviewing a parent respondent about the target activity settings for his/her child. Ratings are made for the individual activity settings and child behaviors identified, respectively,, by a parent as the sources and consequences of the learning opportunities. Ratings are also made by the parent regarding the response costs of the activities and judgements about his or her own parenting behavior.

The early intervention activity section of the scale should be completed before visiting the child and family. The scale items are "administered" by asking the parent to make ratings of different aspects of individual activity settings, child's use of English, and a number of aspects of the respondent's own behavior. ALL RATINGS ARE MADE IN REFERENCE TO THE TIME SINCE YOU LAST MET. If it has been more than one week since you have met, then reference the week prior. The scale should be administered in as an informal manner as possible, eliciting parent descriptions of the activity settings, child behaviors, learning opportunities, etc. Descriptive information is recorded in the field notes for each of the visits/observations.

Each individual rating should be made by going down the list of activity settings and asking the parent to make his/her judgements. After this is done, the other ratings are made in the same way until all ratings are made.

Early Intervention Activity Setting	Occurred Yes or No	Activity Setting Ratings			English words
		Child Interest	Child Persistence	Learning Opportunities	

ed by Child	Child English Behaviors Ratings			Parent Ratings		
	Competence	Frequency	Range	Psychological Cost	Quality of Life	Parenting

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NOTES AND COMMENTS

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Running Head: OBSERVATION SCALE

Alternative Early Intervention Service Delivery Models for Latino Families
Whose Children are English Language Learners

ACTIVITY SETTING OBSERVATION SCALE

Promoting the Use of Home and Community Activity Settings as Sources of Children's English Learning Opportunities

[Use with both Experimental and Early Intervention Group]

March 1999

Observation Scale 2

Activity Setting Observation Scale

This investigator-administered scale is used to obtain in vivo evidence about the characteristics and consequences of target activity settings and learning opportunities after every visit. The activity settings used as both sources of children's learning opportunities and the basis for the observations are identified from the Intervention Activity Setting Recording Form (Case Study Interview Questionnaire). The activity settings are observed every week during the conduct of the study. The same kind of ratings made on the Activity Setting Rating Scale by the parents are made for the in vivo observations as well.

Arrangements should be made to schedule the observations to be sure the scale can be administered in its entirety. It is important that that the scale be administered "at the end" of each visit.

The three sets of ratings are made separately for each activity setting observed. If there is an opportunity to observe an activity setting not listed, add it to the scoring sheet and make the appropriate ratings. The ratings are recorded on the Activity Setting Observation Scale rating sheet by circling the appropriate descriptor for the activity setting, child, or parent behavior. The nine rating scales are as follows.

[Record the learning opportunities in the Activity Setting section of the scoring form.]

Interest - Based

1. How much was the activity setting something the child enjoyed or was interested in doing?

   A. Not At All

   B. Very Little

   C. Some

   D. A Great Deal

Child Persistence

2. How much did the activity setting get the child to work hard or try his/her best to use English?

   A. Not At All

   B. Very Little

   C. Some

   D. A Great Deal

[If the child did any behavior other than the target behavior, record what they were in the Child Behavior section corresponding to the correct activity setting.]

Learning Opportunities

3. How many different opportunities to use English did the activity setting provide the child?

   A. None

   B. A Few

   C. Some

   D. A Lot

Child Competence

4. How well did the child use English in the activity setting?

   A. Never Occurred

   B. Not Very Well

   C. Just OK

   D. Pretty Good

   E. Great/Super

Frequency

5. How often did the child use English in the activity setting?

   A. Not At All

   B. A Little

   C. Some

   D. A Lot

Range of English Behaviors

6. How many different English words/phrases did the child us in the activity setting?

   A. None

   B. A Few

   C. Some

   D. A Lot

Psychological Cost

7. How much effort did the parent "put into" having the child use English in the activity setting?

   A. None At All

   B. Very Little

   C. Some

   E. A Great Deal

Quality of Life

8. How much did the child's participation in the activity make things better, easier, or more enjoyable for the family?

   A. Not At All

   B. Very Little

   C. Some

   D. A Great Deal

Parenting Competence

9. How much did the parent seem to enjoy or feel good about providing his/her child the opportunity to use English?

   A. Not At All

   B. Very Little

   C. Some

   D. A Great Deal

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Activity Setting Observation Scale

Child's Name ______________________________ Age __________

Respondent ______________________________ Site __________

Rater ______________________ Date __________ Week __________

INSTRUCTIONS

1. Record the activity settings to be observed in the space provided. Add to the list non-targeted activity settings that were observed.
2. Make the appropriate ratings based on what was observed.
3. Indicate in the Activity Setting section whether (Y) or not (N) the activity setting was planned or just happened during the visit. Record in the Activity Setting section the learning opportunities observed.
4. Record in the Child's English section the English usage observed. BE SPECIFIC AND DESCRIPTIVE.
5. Record clarifying information in the NOTES AND COMMENTS section of the scale.

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Indicate in the Activity Setting section whether the planned activity setting was observed or just happened during the visit.

Activity Setting	Activity Setting Ratings			Child's
	Child Interest	Child Persistence	Learning Opportunities	
P O	Not At All Very Little Some A Great Deal	Not At All Very Little Some A Great Deal	None A Few Some A Lot	
P O	Not At All Very Little Some A Great Deal	Not At All Very Little Some A Great Deal	None A Few Some A Lot	
P O	Not At All Very Little Some A Great Deal	Not At All Very Little Some A Great Deal	None A Few Some A Lot	
P O	Not At All Very Little Some A Great Deal	Not At All Very Little Some A Great Deal	None A Few Some A Lot	
P O	Not At All Very Little Some A Great Deal	Not At All Very Little Some A Great Deal	None A Few Some A Lot	

nglish ehavior	Parent English Behaviors Ratings			Parent Behavior Ratings		
	Competence	Frequency	Range	Psychological Cost	Quality of Life	Parenting
	Never Occurred Not Very Well Just OK Pretty Good Great/Super	Not At All A Little Some A Lot	None A Few Some A Lot	None At All Very Little Some A Great Deal	Not At All Very Little Some A Great Deal	Not At All Very Little Some A Great Deal
	Never Occurred Not Very Well Just OK Pretty Good Great/Super	Not At All A Little Some A Lot	None A Few Some A Lot	None At All Very Little Some A Great Deal	Not At All Very Little Some A Great Deal	Not At All Very Little Some A Great Deal
	Never Occurred Not Very Well Just OK Pretty Good Great/Super	Not At All A Little Some A Lot	None A Few Some A Lot	None At All Very Little Some A Great Deal	Not At All Very Little Some A Great Deal	Not At All Very Little Some A Great Deal
	Never Occurred Not Very Well Just OK Pretty Good Great/Super	Not At All A Little Some A Lot	None A Few Some A Lot	None At All Very Little Some A Great Deal	Not At All Very Little Some A Great Deal	Not At All Very Little Some A Great Deal
	Never Occurred Not Very Well Just OK Pretty Good Great/Super	Not At All A Little Some A Lot	None A Few Some A Lot	None At All Very Little Some A Great Deal	Not At All Very Little Some A Great Deal	Not At All Very Little Some A Great Deal

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NOTES AND COMMENTS

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Running Head: Language Assessment

Alternative Early Intervention Service Delivery Models for Latino Families Whose Children are English Language Learners

LANGUAGE ASSESSMENT

[Use with the Early Intervention Group Only]

March 1999

Language Assessment

[Introduction for Interviewer]

[An assessment of the use of English will be collected four times during the 10-12 months that families participate in the study. This assessment will be conducted during an interaction between the mother and the target child.

The mother will be asked to interact with her child for 20 minutes in one of the settings that has been identified for early intervention. (It does not have to be the same early intervention setting for each assessment as long as it is a setting where the mother and early intervention staff person work together.) Be sure to put the lapel microphones on the mother and target child, so that if other children are in the are, their voices will not be picked up on the tape. This interaction will be recorded for transcription later.]

[Introduction for Parent/Family Member]

ONE OF THE IMPORTANT THINGS FOR US TO LEARN IS HOW [CHILD'S NAME] LANGUAGE CHANGES OVER TIME. I WOULD LIKE YOU TO SPEND THE NEXT 20 MINUTES DOING THE THINGS YOU DO WITH [CHILD'S NAME] THAT YOU HAVE BEEN DOING IN OUR WORK TOGETHER. I WILL ASK YOU TO DO THIS FOUR TIMES DURING THE YEAR WE WORK TOGETHER. WE DO THIS SO WE CAN HEAR WHAT CHANGES THERE ARE IN [CHILD'S NAME]'S LANGUAGE. LET ME REMIND YOU THAT ANYTHING YOU SAY ON THIS TAPE IS CONFIDENTIAL AND WILL ONLY BE HEARD BY OUR RESEARCH STAFF.

WE WOULD LIKE TO AUDIO TAPE THIS SESSION. THIS WAY WE CAN GO BACK AND LISTEN TO WHAT [CHILD'S NAME] SAYS LATER. SO THAT

WE CAN GET THE BEST RECORDING, I WOULD LIKE TO PUT THE MICROPHONE ON YOU AND ONE ON [CHILD'S NAME].

I WOULD LIKE TO SPEND ABOUT 20 MINUTES DOING THE THINGS WITH [CHILD'S NAME] THAT YOU HAVE BEEN DOING WITH WHEN YOU AND [EARLY INTERVENTIONIST NAME] WORK TOGETHER.

THANKS FOR HELPING ME WITH THIS PART.

LANGUAGE ASSESSMENT

EARLY INTERVENTION GROUP

[Introduction for Interviewer]

[An assessment of the use of English will be collected four times during the 10-12 months that families participate in the study. This assessment will be conducted during an interaction between the mother and the target child.

The mother will be asked to interact with her child for 20 minutes in one of the activity settings that has been identified for intervention. (It does not have to be the same activity setting for each assessment as long as it is a setting where normally the staff is intervening) Be sure to put the lapel microphones on the mother and target child, so that if other children are in the are, their voices will not be picked up on the tape. This interaction will be recorded for transcription later.]

[INTRODUCCION AL PADRE/MADRE]

UNA DE LAS COSAS IMPORTANTES PARA NOSOTROS ES APRENDER COMO EL LENGUAJE DE (nombre del niño) CAMBIA A MEDIDA DE QUE PASA EL TIEMPO. YO QUISIERA PASAR LOS PROXIMOS 20 MINUTOS HACIENDO LAS COSAS CON (nombre del niño) QUE USTED HA ESTADO HACIENDO DURANTE ESTE TIEMPO QUE LLEVAMOS TRABAJANDO JUNTAS. YO LE VOY A PEDIR QUE HAGA ESTO CUATRO VECES DURANTE EL AÑO QUE VAMOS A TRABAJAR JUNTAS. HACEMOS ESTO PARA QUE PODAMOS ESCUCHAR LOS CAMBIOS QUE HAY EN EL LENGUAJE DE (nombre del niño). DEJEME RECORDARLE QUE TODO LO QUE USTED DIGA EN LA GRABADORA

ES CONFIDENCIAL Y SOLO EL PERSONAL ASOCIADO CON EL ESTUDIO PODRA ESCUCHAR EL CASSETTE.

NOSOTROS QUISIERAMOS GRABAR ESTA SECCION PARA LUEGO PODER ESCUCHAR LO QUE (nombre del niño) DICE. PARA TENER UNA BUENA GRABACION, QUISIERA PONERLE A USTED Y A (nombre del niño) UN MICROFONO.

YO QUISIERA PASAR LOS PROXIMOS 20 MINUTOS HACIENDO LAS COSAS QUE USTED HACE CON (nombre del niño) CUANDO USTED Y (nombre del intervencionista) TRABAJAN JUNTOS/AS.

MUCHAS GRACIAS POR AYUDARME A HACER ESTA SECCION.

Running Head: Language Assessment

Alternative Early Intervention Service Delivery Models for Latino Families Whose Children are English Language Learners

LANGUAGE ASSESSMENT

[Use with the Experimental Group Only]

March 1999

Language Assessment

[Introduction for Interviewer]

[An assessment of the use of English will be collected four times during the 10-12 months that families participate in the study. This assessment will be conducted during an interaction between the mother and the target child.

The mother will be asked to interact with her child for 20 minutes in one of the activity settings that has been identified for intervention. (It does not have to be the same activity setting for each assessment as long as it is a setting where normally the staff is intervening) Be sure to put the lapel microphones on the mother and target child, so that if other children are in the are, their voices will not be picked up on the tape. This interaction will be recorded for transcription later.]

[Introduction for Parent/Family Member]

ONE OF THE IMPORTANT THINGS FOR US TO LEARN IS HOW [CHILD'S NAME] LANGUAGE CHANGES OVER TIME. I WOULD LIKE YOU TO SPEND THE NEXT 20 MINUTES DOING THE THINGS WITH [CHILD'S NAME] THAT YOU HAVE BEEN DOING IN OUR WORK TOGETHER. I WILL ASK YOU TO DO THIS FOUR TIMES DURING THE YEAR WE WORK TOGETHER. WE DO THIS SO WE CAN HEAR WHAT CHANGES THERE ARE IN [CHILD'S NAME]'S LANGUAGE. LET ME REMIND YOU THAT ANYTHING YOU SAY ON THIS TAPE IS CONFIDENTIAL AND WILL ONLY BE HEARD BY OUR RESEARCH STAFF.

WE WOULD LIKE TO AUDIO TAPE THIS SESSION. THIS WAY WE CAN GO BACK AND LISTEN TO WHAT [CHILD'S NAME] SAYS LATER. SO THAT

WE CAN GET THE BEST RECORDING, I WOULD LIKE TO PUT THE MICROPHONE ON YOU AND ONE ON [CHILD'S NAME].

I WOULD LIKE TO SPEND ABOUT 20 MINUTES DOING THE THINGS WITH [CHILD'S NAME] THAT YOU HAVE BEEN DOING IN OUR WORK TOGETHER. I WANT YOU TO DO WHAT YOU NORMALLY DO WITH [CHILD'S NAME] WHEN I AM HERE VISITING WITH YOU WHILE YOU ARE [THE ACTIVITY SETTING, E.G., COOKING OR PLAYING WITH [CHILD'S NAME] ON THE SLIDE].

THANKS FOR HELPING ME WITH THIS PART.

LANGUAGE ASSESSMENT

EXPERIMENTAL GROUP

[Introduction for Interviewer]

[An assessment of the use of English will be collected four times during the 10-12 months that families participate in the study. This assessment will be conducted during an interaction between the mother and the target child.

The mother will be asked to interact with her child for 20 minutes in one of the activity settings that has been identified for intervention. (It does not have to be the same activity setting for each assessment as long as it is a setting where normally the staff is intervening) Be sure to put the lapel microphones on the mother and target child, so that if other children are in the are, their voices will not be picked up on the tape. This interaction will be recorded for transcription later.]

[INTRODUCCION AL PADRE/MADRE]

UNA DE LAS COSAS IMPORTANTES PARA NOSOTROS ES APRENDER COMO EL LENGUAJE DE (nombre del niño) CAMBIA A MEDIDA DE QUE PASA EL TIEMPO. YO QUISIERA PASAR LOS PROXIMOS 20 MINUTOS HACIENDO LAS COSAS CON (nombre del niño) QUE USTED HA ESTADO HACIENDO DURANTE ESTE TIEMPO QUE LLEVAMOS TRABAJANDO JUNTAS. YO LE VOY A PEDIR QUE HAGA ESTO CUATRO VECES DURANTE EL AÑO QUE VAMOS A TRABAJAR JUNTAS. HACEMOS ESTO PARA QUE PODAMOS ESCUCHAR LOS CAMBIOS QUE HAY EN EL LENGUAJE DE (nombre del niño). DEJEME RECORDARLE QUE TODO LO QUE USTED DIGA EN LA GRABADORA

ES CONFIDENCIAL Y SOLO EL PERSONAL ASOCIADO CON EL ESTUDIO PODRA ESCUCHAR EL CASSETTE.

NOSOTROS QUISIERAMOS GRABAR ESTA SECCION PARA LUEGO PODER ESCUCHAR LO QUE (nombre del niño) DICE. PARA TENER UNA BUENA GRABACION, QUISIERA PONERLE A USTED Y A (nombre del niño) UN MICROFONO.

YO QUISIERA PASAR LOS PROXIMOS 20 MINUTOS HACIENDO LAS COSAS QUE USTED HACE CON (nombre del niño) CUANDO USTED HACE LAS ACTIVIDADES EN LAS CUALES ESTAMOS TRABAJANDO. YO QUIERO QUE USTED HAGA LAS ACTIVIDADES QUE NORMALMENTE HACE CON (nombre del niño) CUANDO YO ESTOY AQUI VISITANDO Y USTED ESTA [mencionar algunas de las actividades que la familia esta haciendo en el estudio]

MUCHAS GRACIAS POR AYUDARME A HACER ESTA SECCION.

CASE STUDY FIELD NOTES

Promoting the Use of Home and Community Activity Settings as Sources of Children's English Learning Opportunities

Research Staff____________________ Date____________________

Parent's Name____________________ Child's Name____________________

Site____________________

[Instructions for Research Assistant]

[The purpose of these field notes is to record information relevant to using activity settings as sources of learning opportunities that is obtained as a result of each visit to a family. It is very important to consider different sources of evidence such as interviews, other informal conversations, observations of activity settings, and other physical and behavioral evidence that is observed. The field notes should be completed after every visit with a family. A response to each question should be recorded. If you are not able to record a response to a question, it is very important to explain why.]

1. What English words or phrases were used by the child in each of the activity settings?

2. What English words or phrases were used in each of the activity settings?

3. What characteristics of each activity setting made it especially effective or ineffective for learning English?

4. What toys, games, or adaptive equipment were used in each activity setting?

5. Describe any other comments or responses the parent had about the activity settings and his/her role in the activity settings.

APPENDIX D

Table 6
Study Instruments and Administration Schedule

Instruments	Week (Session)																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Study Explanation Sheet	✓																			
Family Background Questionnaire	✓	✓																		
AEQ	✓	✓																		
Activity Setting Interview Protocol		✓	✓					U				U				U				
Instructional Practices Intervention			✓	✓			✓		✓		✓		✓		✓		✓		✓	
Family Evaluation of Intervention Practices								✓				✓				✓				✓
Family Activity Setting Log				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Activity Setting Parent Rating Scale					✓		✓		✓		✓		✓		✓		✓		✓	
Activity Setting Observation Scale	P	P	P	✓		✓		✓		✓		✓		✓		✓		✓		✓
Developmental Observation Checklist				✓				✓				✓				✓				✓
Child Behavior Characteristics Scale	P	P		✓		✓		✓		✓		✓		✓		✓		✓		✓
Parent Behavior Rating Scale	P	P		✓		✓		✓		✓		✓		✓		✓		✓		✓
Child and Parent Experiences Scale				✓				✓				✓				✓				✓
Everyday Parenting Scale				✓				✓				✓				✓				✓
Parenting Confidence/Competence Scale	P	P		✓		✓		✓		✓		✓		✓		✓		✓		✓
Language Sample (Audio taping)		✓		✓				✓				✓				✓				✓

NOTES. U = Update/review/revise activity settings and instructional practices.
P = Practice administration and investigator feedback.

Table 7

Schedule for Administration of Study Instruments for the Asset-Based Children's Learning Opportunities Study

---

The following is the administrative schedule for administering the different study scales and instruments. It is essential that the timing and sequencing for administering the study instruments is followed as described below.

Week (Session) 1

1. Study Explanation Sheet
2. Family Background Questionnaire
3. AEQ
4. Activity Setting Observation Scale (Practice and get feedback)
5. Child Behavior Characteristics Scale (Practice and get feedback)
6. Parent Behavior Rating Scale (Practice and get feedback)
7. Parenting Confidence/Competence Scale (Practice and get feedback)

Week (Session) 2

1. Family Background Questionnaire (Complete)
2. AEQ (Complete)
3. Activity Setting Interview Protocol (Begin)
4. Activity Setting Observation Scale (Practice and get feedback)
5. Child Behavior Characteristics Scale (Practice and get feedback)
6. Parent Behavior Rating Scale (Practice and get feedback)
7. Parenting Confidence and Competence Scale (Practice and get feedback)
8. Language Sample

Week (Session) 3

1. Activity Setting Interview Protocol (Complete)
2. Activity Setting Observation Scale (Practice and get feedback)
3. Child and Parent Experiences Scale (Leave with parent to complete)
4. Everyday Parenting Scale (Leave with parent to complete)

Week (Session) 4

1. Instructional Practices Intervention
2. Family Activity Setting Log (Explain how to complete and leave with parent)
3. Activity Setting Observation Scale (Begin observations after going over the Instructional Practices Intervention)

4. Developmental Observation Checklist (Get parent started and have him/her complete while you are there)
5. Child Behavior Characteristics Scale
6. Parent Behavior Rating Scale
7. Child and Parent Experiences Scale (Pick up from parent)
8. Everyday Parenting Scale (Pick up from parent)
9. Parenting Confidence/Competence Scale
10. Language Sample

Week (Session) 5

1. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
2. Activity Setting Parent Rating Scale
3. Instructional Practices Intervention (Review with parent)

Week (Session) 6

1. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
2. Activity Setting Observation Scale
3. Child Behavior Characteristics Scale
4. Parent Behavior Rating Scale
5. Parenting Confidence/Competence Scale

Week (Session) 7

1. Family Evaluation of Intervention Practices (Leave with parent to complete)
2. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
3. Activity Setting Parent Rating Scale
4. Instructional Practices Intervention (Review with Parent)
5. Child and Parent Experiences Scale (Leave with parent to complete)
6. Everyday Parenting Scale (Leave with parent to complete)

Week (Session) 8

1. Activity Setting Interview Protocol (Update/review/revise activity settings) ✓
2. Family Evaluation of Intervention Practices (Pick up from parent)
3. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
4. Activity Setting Observation Scale
5. Developmental Observation Checklist (Get parent started and have him/her complete while you are there)
6. Child Behavior Characteristics Scale
7. Parent Behavior Rating Scale
8. Child and Parent Experiences Scale (Pick up from parent)
9. Everyday Parenting Scale (Pick up from parent)
10. Parenting Confidence/Competence Scale
11. Language Sample

Week (Session) 9

1. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
2. Activity Setting Parent Rating Scale
3. Instructional Practices Intervention (Review with parent)

Week (Session) 10

1. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
2. Activity Setting Observation Scale
3. Child Behavior Characteristics Scale
4. Parent Behavior Rating Scale
5. Parenting Confidence/Competence Scale

Week (Session) 11

1. Family Evaluation of Intervention Practices (Leave with parent to complete)
2. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
3. Activity Setting Parent Rating Scale
4. Instructional Practices Intervention (Review with parent)
5. Child and Parent Experiences Scale (Leave with parent to complete)
6. Everyday Parenting Scale (Leave with parent to complete)

Week (Session) 12

1. Activity Setting Interview Protocol (Update/review/revise activity settings)
2. Family Evaluation of Intervention Practices (Pick up from parent)
3. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
4. Activity Setting Observation Scale
5. Developmental Observation Checklist (Get parent started and have him/her complete while you are there)
6. Child Behavior Characteristics Scale
7. Parent Behavior Rating Scale
8. Child and Parent Experiences Scale (Pick up from parent0
9. Everyday Parenting Scale (Pick up from parent)
10. Parenting Confidence/Competence Scale
11. Language Sample

Week (Session) 13

1. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
2. Activity Setting Parent Rating Scale
3. Instructional Practices Intervention (Review with parent)

Week (Session) 14

1. Family Activity Setting Log (Pick up previous week's from parent and leave a new one
2. Activity Setting Observation Scale
3. Child Behavior Characteristics Scale
4. Parent Behavior Rating Scale
5. Parenting Confidence/Competence Scale

Week (Session) 15

1. Family Evaluation of Intervention Practices (Leave with parent to complete)
2. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
3. Activity Setting Parent Rating Scale
4. Instructional Practices Intervention (Review with parent0
5. Child and Parent Experiences Scale (Leave with parent to complete)
6. Everyday Parenting Scale (Leave with parent to complete)

Week (Session) 16

1. Activity Setting Interview Protocol (Update/review/revise activity settings)
2. Family Evaluation of Intervention Practices (Pick up from parent)
3. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
4. Activity Setting Observation Scale
5. Developmental Observation Checklist (Get parent started and have him/her complete while you are there)
6. Child Behavior Characteristics Scale
7. Parent Behavior Rating Scale
8. Child and Parent Experiences Scale (Pick up from parent)
9. Everyday Parenting Scale (Pick up from parent)
10. Parenting Confidence/Competence Scale
11. Language Sample

Week (Session) 17

1. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
2. Activity Setting Parent Rating Scale
3. Instructional Practices Intervention (Review with parent)

Week (Session) 18

1. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
2. Activity Setting Observation Scale
3. Child Behavior Characteristics Scale
4. Parent Behavior Rating Scale
5. Parenting Confidence/Competence Scale

Week (Session) 19

1. Family Evaluation of Intervention Practices (Leave with parent to complete)
2. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
3. Activity Setting Parent Rating Scale
4. Instructional Practices Intervention (Review with parent)
5. Child and Parent Experiences Scale (Leave with parent to complete)
6. Everyday Parenting Scale (Leave with parent to complete)

Week (Session) 20

1. Family Evaluation of Intervention Practice (Pick up from parent)
2. Family Activity Setting Log (Pick up previous week's from parent)
3. Activity Setting Observation Scale
4. Developmental Observation Checklist (Get parent started and have him/her complete while you are there)
5. Child Behavior Characteristics Scale
6. Parent Behavior Rating Scale
7. Child and Parent Experiences Scale (Pick up from parent)
8. Everyday Parenting Scale (Pick up from parent)
9. Parenting Confidence/Competence Scale
10. Language Sample

APPENDIX E

Procedural Manual

[Running Head: PROCEDURAL MANUAL

Alternative Early Intervention Service Delivery Models for Latino Families Whose Children are English Language Learners

PROCEDURAL MANUAL

Routine-Based Study

February 9, 2000

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Alternative Early Intervention Service Delivery Models for Latino Families Whose Children are English Language Learners

Routine-Based Study

ABSTRACT

The purpose of this study is to increase child participation in home and community activity settings and ascertain the child (use of English), parent/child, and parent/family benefits associated with increased participation. The intervention involves (a) child participation in activity settings matching child assets (interests, competence, etc.) and (b) parent use of responsive teaching as the primary instructional technique for engaging children in activity settings and promoting the use of English.

The study is based on the premise that participation in activity settings matching child assets ought to mirror conditions having both development-instigating and development-enhancing characteristics. Responsive teaching is viewed as an intervention strategy for reinforcing and supporting high levels of child engagement in activity settings and is using English words.

Study participants include 26 children with developmental delays or at-risk for developmental delay and children with disabilities participating in Part C early intervention programs or Part B (619) preschool special education programs and their families. The study is being conducted in North Carolina and Connecticut. The study will include 13 families in each site (Total = 26) followed longitudinally over a 5 month period of time. Research staff will visit the children and their families once per week, with different visits involving a combination of observations, interviews, and investigator ratings of child, parent/child, and parent behavior.

The outcomes in the study will include child behavior and development (particularly the development of English), child quality of life, parent/child interactions, parenting confidence and competence, parent and family well-being, parent and family quality of life, parent control and choice, and the psychological costs of conducting interventions in activity settings. Self report, observational, and investigator-administered procedures will be used to collect the outcome data.

The Alternative Early Intervention Service Delivery Models for Latino Families Whose Children are English Language Learners is funded by the U.S. Department of Education, Office of Special Education Program. Requests for information about the Institute should be sent to either: Mary Beth Bruder, Ph.D., Principal Investigator, University of Connecticut, Division of Child and Family Studies, The Exchange Building 4, 270 Farmington Avenue, Farmington, CT 06030-6222 (Phone: 860/679-1500; Fax: 860/679-1571; E-mail: bruder@nso1.uchc.edu) or Carol M. Trivette, Ph.D., Investigator, Orelena Hawks Puckett Institute, 128 S. Sterling Street, Morganton, NC 28655 (Phone: 828/432-0065; Fax: 828/432-0068; E-mail: trivette@puckett.org).

INTRODUCTION

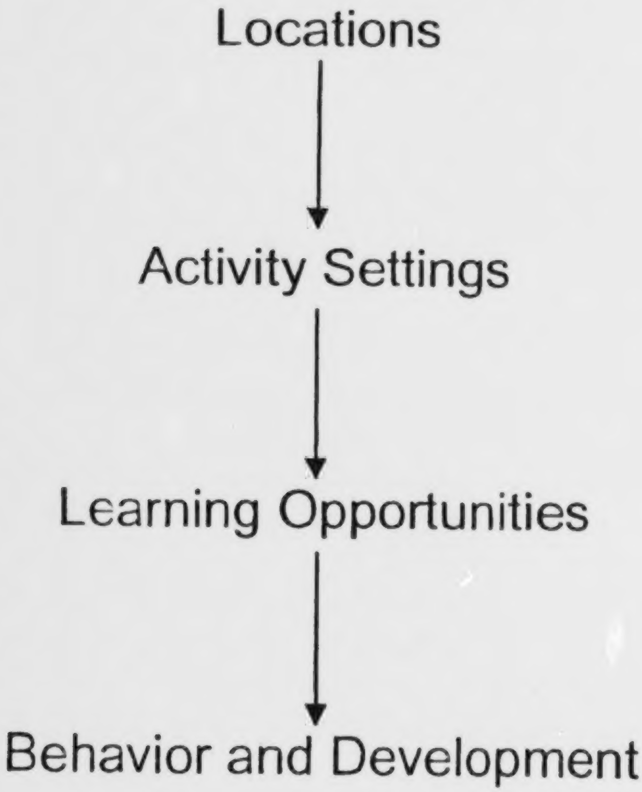
The procedural manual includes information needed to implement the Routine-Based Study. The study is designed to: (1) identify and promote increased child participation in home and community activity settings, (2) use child assets as the basis for selecting activity settings as sources of learning opportunities, (3) use responsive teaching as an instructional strategy for engaging children in activity settings, and (4) evaluate the effects of asset-based participation in activity settings on different aspects of child, parent/child, and parent/family behavior. The study is the next in a series of investigations ascertaining the sociocultural (Göncü, 1999) and environmental (Bronfenbrenner, 1992) factors associated with development-instigating and development-enhancing children's learning opportunities.

Previous research has identified the many different sources of children's learning opportunities (Dunst, Hamby, et al., 1999) and the manner in which activity settings serve as a context for multiple kinds of learning opportunities (Dunst, Bruder, et al., 1998). Figure 1 shows a framework depicting the relationship between locations as sources of activity settings, activity settings as sources of children's learning opportunities, and learning opportunities as experiences affecting child behavior and development and parent/family functioning. The use of activity settings as sources of learning opportunities will be implemented using this hypothesized sequence of relationships as a model and framework for structuring the conduct of the interventions. The manner in which child assets are used for selecting activity settings as sources of learning opportunities is described later in the Procedural Manual.

The study is guided by an ecological framework that considers environmental context an important factor influencing the kinds of learning opportunities a child experiences as part of family and community life (Dunst, Bruder, et al., 1998a, 1998b). (This framework is described in more detail in a later section). The anchor for implementing the interventions and evaluating the effects of the interventions are activity settings. Activity settings are the experiences, opportunities, etc. that take place (either preplanned or serendipitously) in different home and community settings that "give rise" to multiple kinds of learning opportunities. How different kinds of learning opportunities occurring in activity settings influence child, parent, and family functioning constitutes the focus of the investigation. The activity settings used as sources of

Figure 1

Relationship Between Locations, Activity Settings, Learning Opportunities, and Behavior and Development


Locations
Activity Settings
Learning Opportunities
Behavior and Development

learning opportunities will be identified using child interests as the selection criterion. The match between interests and activity settings will be investigated as a condition optimizing participation and engagement in development-enhancing learning opportunities.

Study Overview

The study involves:

- Background Information about the Study Participants
- Intervention
  - Activity Settings
  - Child Interests
  - Responsive Teaching
- Outcome Measures
  - Child
  - Parent/Child
  - Parent/Family

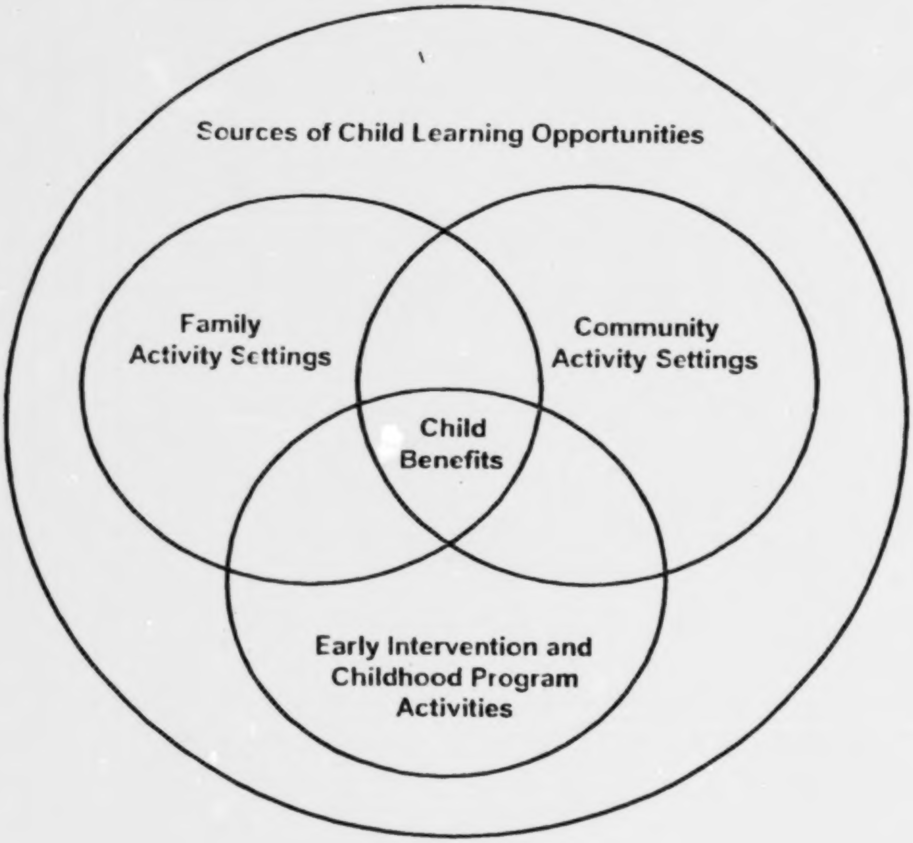
The background information will be collected over a 2-3 week period of time, and include information about child, parent, and family characteristics; measures of acculturation and reculturation; and child diagnostic reports and IFSPs/IEPs. The intervention will begin in Week 4, and continue for 4 months. Baseline outcome measures will be obtained in the first 2-3 weeks of the study, and will be collected either weekly or monthly thereafter.

CONCEPTUAL FRAMEWORK

The Institute's research and associated activities are guided by an ecological framework (Dunst, Bruder, et al., 1998a) that considers different locations (home, community, early intervention/ECSE programs, etc.) and the activity settings within those locations as sources of development instigating experiences and opportunities (Bronfenbrenner, 1979, 1992). The Institute takes as a basic premise the fact that the events, experiences, opportunities, and activities of a developing child evoke different roles, forms, and types of child behavior, and that participation in these activities invoke objects, people, and experiences that further influence and shape child competence and development (Bronfenbrenner, 1979). These events and experiences collectively are referred to as microsystems or activity settings (Bronfenbrenner, 1979).

An important aspect of an ecological approach to understanding human development is an appreciation of the many different locations, settings, and sources of learning opportunities available to and afforded children. Figure 2 shows a simple but useful way of depicting these major sources of child learning opportunities (Bronfenbrenner, 1992). Sources of learning opportunities include family activity settings, community activity settings, and early intervention and early childhood program learning activities. Accordingly, child learning opportunities ought to be maximized when development-enhancing opportunities are experienced in all three types of settings. The study of the conditions optimizing child benefits resulting from learning opportunities in the family and community outside what the child experiences in his or her early intervention or preschool program is the main focus of the Institute's research efforts. The importance of learning opportunities occurring as part of more traditional early intervention,

Figure 2
Framework for Conceptualizing Sources of Children's Learning Opportunities


Sources of Child Learning Opportunities
Family Activity Settings
Community Activity Settings
Child Benefits
Early Intervention and Childhood Program Activities

early childhood, and therapeutic programs is fully recognized, but is not the focus of the Institute's research.

Activity Settings as the Unit of Intervention

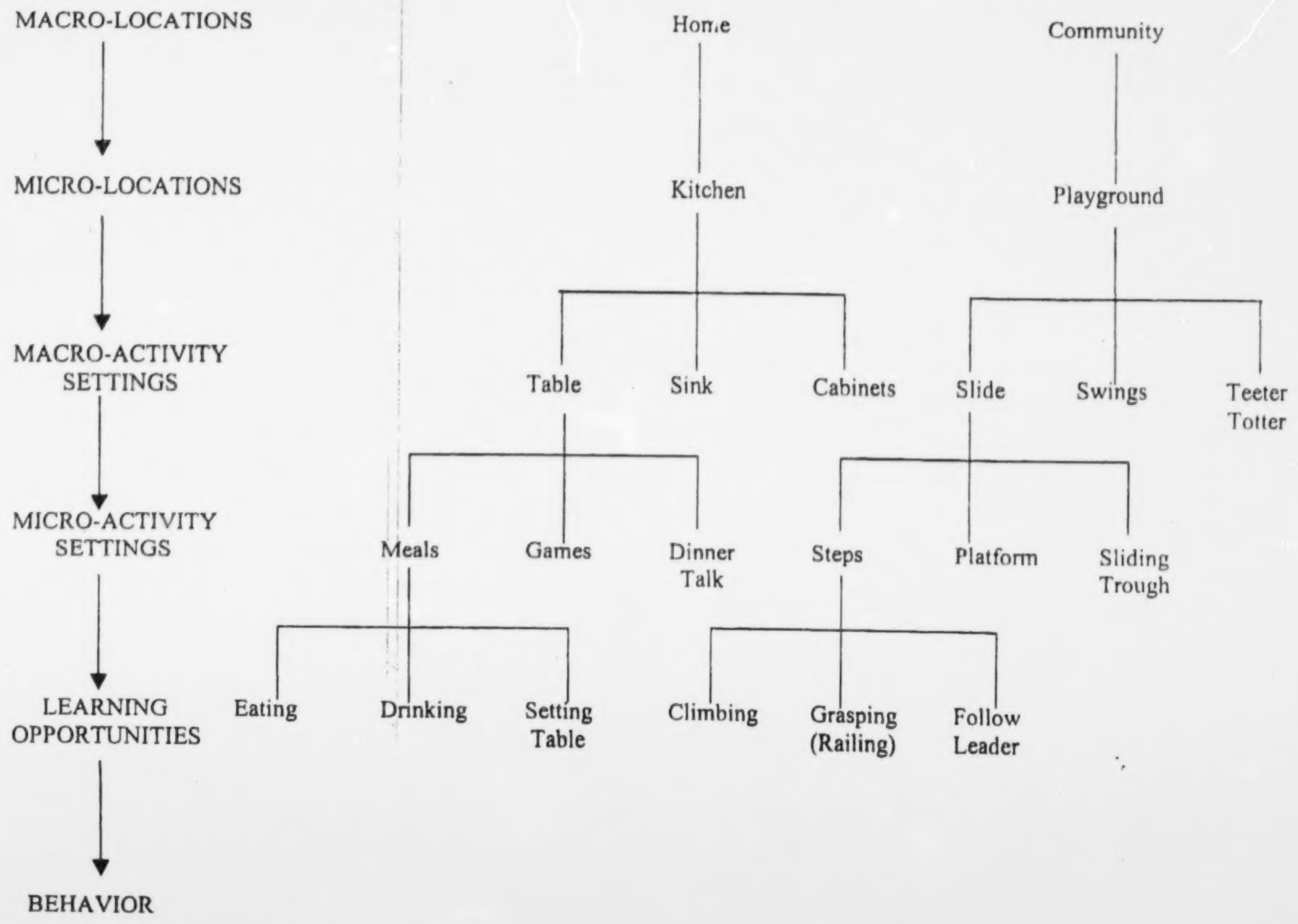
According to Bronfenbrenner (1979, 1992), Farver (1999), and O'Donnell, Tharp, and Wilson (1993), human behavior exists contextually, and is influenced by the physical as well as social environments experienced by a person or persons in different settings and locations. A concept that has taken on central importance in a number of theories and conceptualizations for understanding human development in the context of specific places and locations is activity setting and its many variants (Boyce et al., 1983; Bronfenbrenner, 1977, 1979; Farver, 1999; Gallimore et al., 1989, 1993a, 1993b; Jensen et al., 1983; O'Donnell et al., 1993; Mithang, 1996; Trivette et al., 1996). Operationally, an activity setting is an experience, occasion, event, etc., that takes place in time and space, and which provides a person or persons opportunities influencing interactions and transactions with his or her animate and inanimate environment (Bronfenbrenner, 1979; Mithang, 1996). According to Bronfenbrenner (1991), activity settings (microsystems in his terminology) have development-enhancing consequences when their features evoke behavior that sustains interactions, and the behavior restructures and alters the social and physical environment in ways that promotes competence and enhances development.

Although discussions and descriptions of activity settings almost always include the assertion that they are comprised of multiple components and elements (people involved, physical features, cultural influences, purposes, etc.), we have found it useful to separate activity settings themselves from the factors shaping the occurrence of activity settings, the behavior expectations for different activity settings, the purpose of the activity, etc. (Dunst, Bruder, et al., 1998b). Additionally, we have found it useful to make a distinction between the location of activity settings and the kinds of experiences, opportunities, etc., occurring within activity settings (see Figure 1 above and Figure 3 below). For example, whereas Bronfenbrenner (1979, 1992) describes homes, child care centers, playgrounds, etc., as activity settings, we consider these the locations of activity settings. Likewise, we consider locations such as the home as including many sublocations, including, but not limited to, the kitchen, family room, bathroom, etc. We operationally define these as the micro-locations of activity settings. Furthermore, any one micro-location includes many different kinds of macro- and micro-activity settings. For example, a kitchen includes the sink, cabinets, table and chairs, etc., all of which set the occasion for many different kinds of learning opportunities, which in turn give rise to all kinds of different behavior. Figure 3 shows the distinction between the macro- and micro-locations of activity settings, the kinds of macro- and micro-activity settings occurring in two different locations, the kinds of learning opportunities arising from participation in the activity settings, and the behavior consequences of the learning opportunities. Figure 3 is the operational framework for the ways in which activity settings will be identified and used as sources of children's learning opportunities in the intervention studies.

Kinds of Activity Settings

A review of the literature on activity settings, broadly defined, finds that family and community life is characterized by different kinds of experiences and events, described by such terms as routines, rituals, celebrations, traditions, and so forth (Boyce et al., 1983; Cheal, 1988; Dunst et al., 1987; Dyck, 1992; Ehrmann et al., 1995; Fiese, 1992; Fiese et al., 1993; Gallimore et al., 1993a, 1993b; Göncü, 1999; Kellegrew, 1994; Lamb, Leyendecker, Scholmerich, & Fracasso, 1998; McCubbin & Thompson, 1987a, 1987b; O'Donnell et al., 1993; Rosenthal & Marshall, 1988; Sprunger et al., 1985; Trivette et al., 1996; Troll, 1988; Wolin & Bennett, 1984).

Figure 3
Framework for Differentiating the Macro- and Micro-Activity Settings in Two Locations within the Home and Community


MACRO-LOCATIONS
MICRO-LOCATIONS
MACRO-ACTIVITY SETTINGS
MICRO-ACTIVITY SETTINGS
LEARNING OPPORTUNITIES
BEHAVIOR
Home
Community
Kitchen
Playground
Table
Sink
Cabinets
Slide
Swings
Teeter Totter
Meals
Games
Dinner Talk
Steps
Platform
Sliding Trough
Eating
Drinking
Setting Table
Climbing
Grasping (Railing)
Follow Leader

These different kinds of experiences are considered the contexts of activity settings. These particularized activity settings are similar in the sense that they all provide child behavior evoking opportunities and experiences, but differ in terms of their purposes and functions, and demands and expectations.

Sources of Learning Opportunities

Tables 1 and 2 include, respectively, major categories of sources of children's learning opportunities in the context of family and community activity (Dunst, Hamby, et al., 1999). The family activities are an interesting mix of adult activities in which a child becomes a participant (family routines and gardening activities), activities acquiescing a child to daily routines and chores (parenting activities), activities enabling child acquisition of social-adaptive competencies (child routines), activities bringing children in contact with other children and adults (socialization activities), activities having special family meaning (family rituals and celebrations), activities providing children opportunities to practice emerging capabilities and learn new competencies (physical play and literacy activities), and activities providing a context for expressing interest-based child abilities (play and entertainment activities). The community activities include children's learning opportunities afforded through adult-oriented activities (outdoor activities), family-oriented activities (family excursions and outings), child-oriented activities (play activities), activities bringing children in contact with other children and adults (organization/group and church-related activities), structured (arts/entertainment activities) and unstructured (children's attractions) learning experiences, activities involving children in culturally meaningful and enmeshing activities (community activities), and activities involving participation in sports and recreation.

Table 1

Categorization of Home and Family Activities Serving as Sources of Children's Learning Opportunities

Category/Activities

Family Routines (α=.72)

- Household Chores
- Cooking/Preparing Meals
- Caring for Pets/Animals
- Doing Errands
- Food Shopping

Parenting Routines (α=.71)

- Child's Bathtime
- Child's Bedtime/Naptime
- Child's Wake-Up Times
- Meal Times
- Fixing/Cutting Child's Hair

Child Routines (α=.84)

- Brushing Teeth
- Washing Hands/Face
- Cleaning Up Room
- Picking Up Toys
- Toileting/Going to Bathroom
- Dressing/Undressing

Category/Activities

Literacy Activities (α=.78)

- Reading/Looking at Books
- Telling Child Stories
- Adult/Child Play Times
- Taking Walks/Strolls
- Bedtime Stories
- People Coming/Going (Hellos/Good-byes)
- Cuddling with Child

Play Activities (α=.68)

- Art Activities/Drawing
- Playing Board Games
- Playing Video Games

Physical Play (α=.59)

- Riding Bike/Wagon
- Playing Ball Games
- Water Play/Swimming
- Rough Housing

Entertainment Activities (α=.58)

- Dancing/Singing
- Listening to Music
- Watching TV/Videos
- Playing Alone

Category/Activities

Family Rituals (α=.82)

- Family Talks
- Saying Grace at Meals
- Religious/Spiritual Readings
- Praying
- Family Meetings

Family Celebrations (α=.73)

- Holiday Dinners
- Family Member's Birthdays
- Decorating Home (Holidays)

Socialization Activities (α=.69)

- Family Gatherings
- Picnics
- Having Friends Over to Play
- Visiting Neighbors
- Sleepovers

Gardening Activities (α=.80)

- Doing Yard Work
- Planting Trees/Flowers
- Growing Vegetable Garden

Table 2

Categorization of Community Activities Serving as Sources of Children's Learning Opportunities

Category/Activities

Family Excursions (α=.70)

- Family Activities
- Weekend Activities
- Car Rides/Bus Rides
- Doing Errands

Family Outings (α=.60)

- Eating Out
- Going Shopping/Mall
- Visiting Friends/Neighbors
- Family Reunions

Play Activities (α=.67)

- Outdoor Playgrounds
- Indoor Playgrounds
- Child Play Groups
- Playing Arcade Games
- Parent/Child Classes

Community Activities (α=.73)

- Community Celebrations
- Children's Festivals
- County/Community Fairs
- Parades
- Hay Rides

Category/Activities

Outdoor Activities (α=.77)

- Hiking
- Nature Trail Walks
- Boating/Canoeing
- Camping
- Community Gardens
- Rafting/Tubing
- Hunting

Recreational Activities (α=.63)

- Fishing
- Recreation/Community Centers
- Swimming
- Ice Skating/Sledding
- Horseback Riding

Children's Attractions (α=.81)

- Animal Farms/Petting Zoos
- Parks/Nature Reserves
- Zoos/Animal Reserves
- Pet Stores/Animal Shelters
- Nature Centers

Art/Entertainment Activities (α=.72)

- Children's Museums/Science Centers
- Music Concerts/Children's Theatre
- Library/Book Mobiles
- Storytellers
- Music Activities

Category/Activities

Church/Religious Activities (α=.85)

- Religious Activities
- Going to Church
- Sunday School

Organizations/Groups (α=.65)

- Children's Clubs (4H, Indian Guides)
- Karate/Martial Arts
- Scouting
- Gymnastics/Movement Classes

Sports (α=.69)

- Baseball/Basketball
- Soccer/Football

Kinds of Learning Opportunities

Both content and functional analyses of learning opportunities available to children birth to six years of age finds that they vary on a continuum according to whether they are low or high demand activities and whether they are planned or serendipitous learning opportunities.

Low vs. high demand learning activities. Low demand activities such as watching parades or listening to storytellers are learning opportunities that have lots of "degrees of freedom" in terms of how children are involved in the activities and what is learned. High demand activities are ones that require a child to engage in a particular kind of behavior where the activities have few degrees of freedom. These include such things as hitting a ball with a bat, singing in a choir, playing board games, etc. Both low and high demand activities as well as the many kinds of learning opportunities falling along a continuum in between provide children a mix of activities influencing acquisition of various forms of child behavior and development.

Planned vs. serendipitous learning activities. Learning activities can be either preplanned where they have specific goals and purposes, or can occur as the result of opportunities and experiences not having a priori goals and purposes. Library storytimes, baby exercise classes, and swimming lessons are examples of planned learning activities. Serendipitous learning activities are ones that arise from experiences not directly afforded young children, but rather are ones which occur as a result of other kinds of opportunities and events. These include such things as "going along" to a ball game with an older sibling, going food shopping with a parent, visiting a neighbor, etc.

Characteristics of Development-enhancing Learning Opportunities

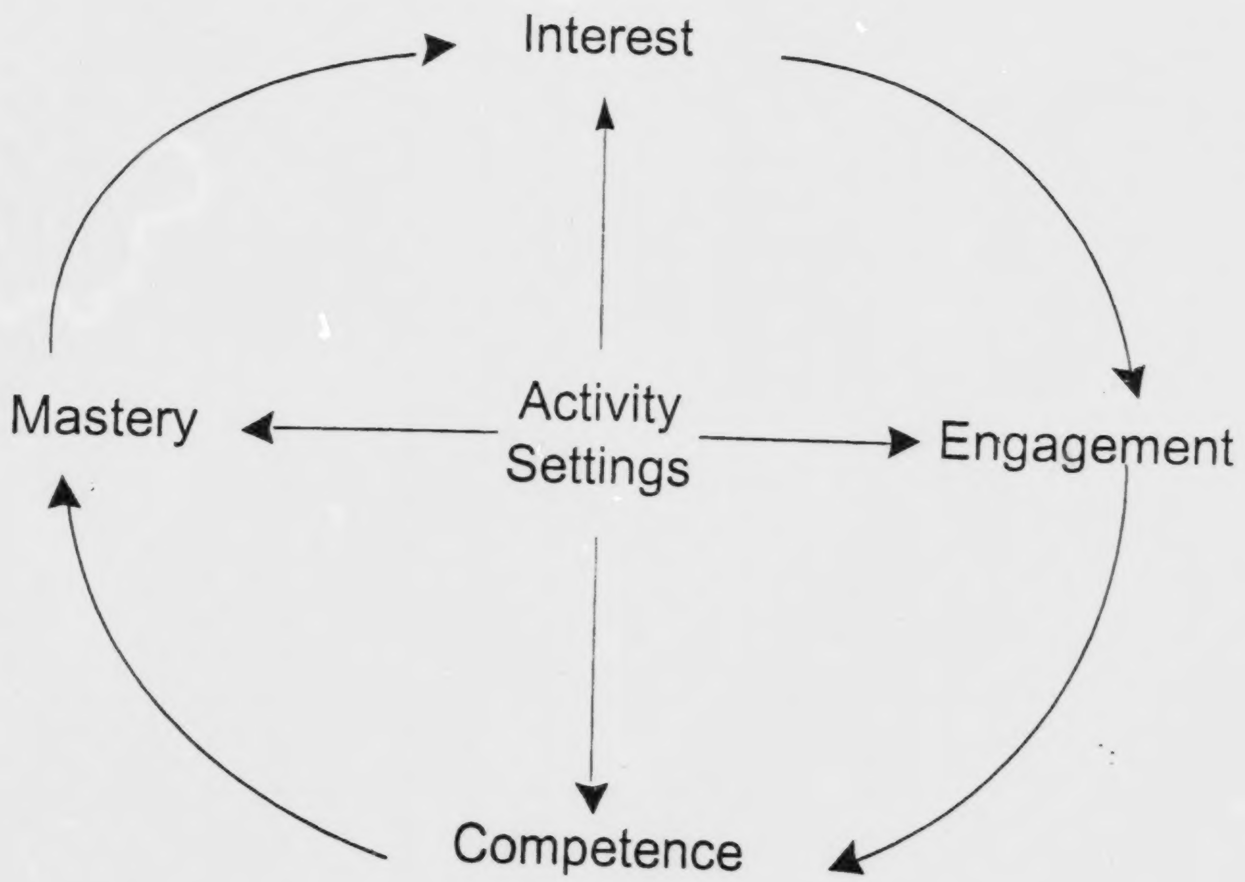
Research on child development and the factors optimizing positive developmental outcomes has demonstrated that when learning matches child interests (assets), the likelihood of the learning opportunities strengthening functioning is enhanced considerably (see e.g., Bond, 1982; Bronfenbrenner, 1992; Goldberg, 1977; Lamb, 1981; MacTurk & Morgan, 1995; Nelmark et al., 1985; Uzgiris & Hunt, 1987). Figure 4 shows the relationship between child interests and child competence, and how activity settings influence both. Interests are things children like to do, things that motivate them to do something, things that "turn them on," things they find exciting, things that are fun and enjoyable to do, etc. Competencies are the knowledge, skills, capabilities, etc., strengthened and learned from participation in desired activities. Relationally, learning activities matching child interests lead to engagement in desired activities; displays of competence in these activities is a condition strengthening functioning; enhanced functioning is what promotes an increased sense of mastery; and mastery is what motivates continued interest. To the extent possible, learning activities that mirror the "flow of influence" shown in Figure 4 ought to be the ones that maximize child benefits.

Input and Output Model

Separating activity settings from their causes and consequences necessitates that additional aspects of these learning opportunities be considered if we are to more fully understand how these events and experiences have development-enhancing qualities. A simple but useful way of describing these factors is to specify both the inputs and outputs of activity settings. Inputs refer to the range of factors that make certain activities desirable or undesirable (e.g., personal and cultural values and beliefs); the factors that contribute to the content, purpose, and function of the activities; the factors that influence the behaviors expected for a child within the context of activity settings; and the factors that influence parents' and other family members' roles in shaping desired behavior. Inputs also include deliberate attempts (interventions) to influence the kinds of activity settings and learning opportunities provided or afforded young

Figure 4

Relationship Between Child Interest and Competence


Interest
Activity
Settings
Mastery
Engagement
Competence

children. Child interests are examined in this study as a specific person factor (Bronfenbrenner, 1992) influencing behavior and development. Outputs refer to the consequences of the joint influences of inputs (including person factors) and activity settings on child, parent, and family behavior and functioning. The way in which inputs (and interventions as one category of inputs), activity settings, and outputs are related is shown in Figure 5. Separating activity settings from their inputs and outputs both recognizes the fact that the same activity setting can have different outputs, and that different activities can have the same outputs, depending on various inputs, thus permitting a more direct test of the empirical relationship between inputs, activity settings, and outputs.

The classes of input, activity setting, and output variables being examined in the Institute studies are shown in Table 3. Input variables include, but are not limited to, the place and location where a family lives, family demographics, ethnicity, cultural beliefs and values, both the psychological and financial costs associated with the occurrence of activity settings, child age, child disability and severity of delay, the kinds of early intervention and early childhood practices used to identify goals and outcomes, and the methods used to promote acquisition of desired behaviors, etc. As noted above, activity settings include an array of experiences and opportunities that have variously been described as routines, rituals, celebrations, and traditions occurring as part of both family and community life. Output variables include child behavior and development, child mastery and competence, parent enjoyment and gratification resulting from child achievement, parent control over and choice of desired activity settings, and parent and family quality of life.

Figure 5

Model for Depicting the Relationship Between Input Variables, Activity Settings, and Output Variables

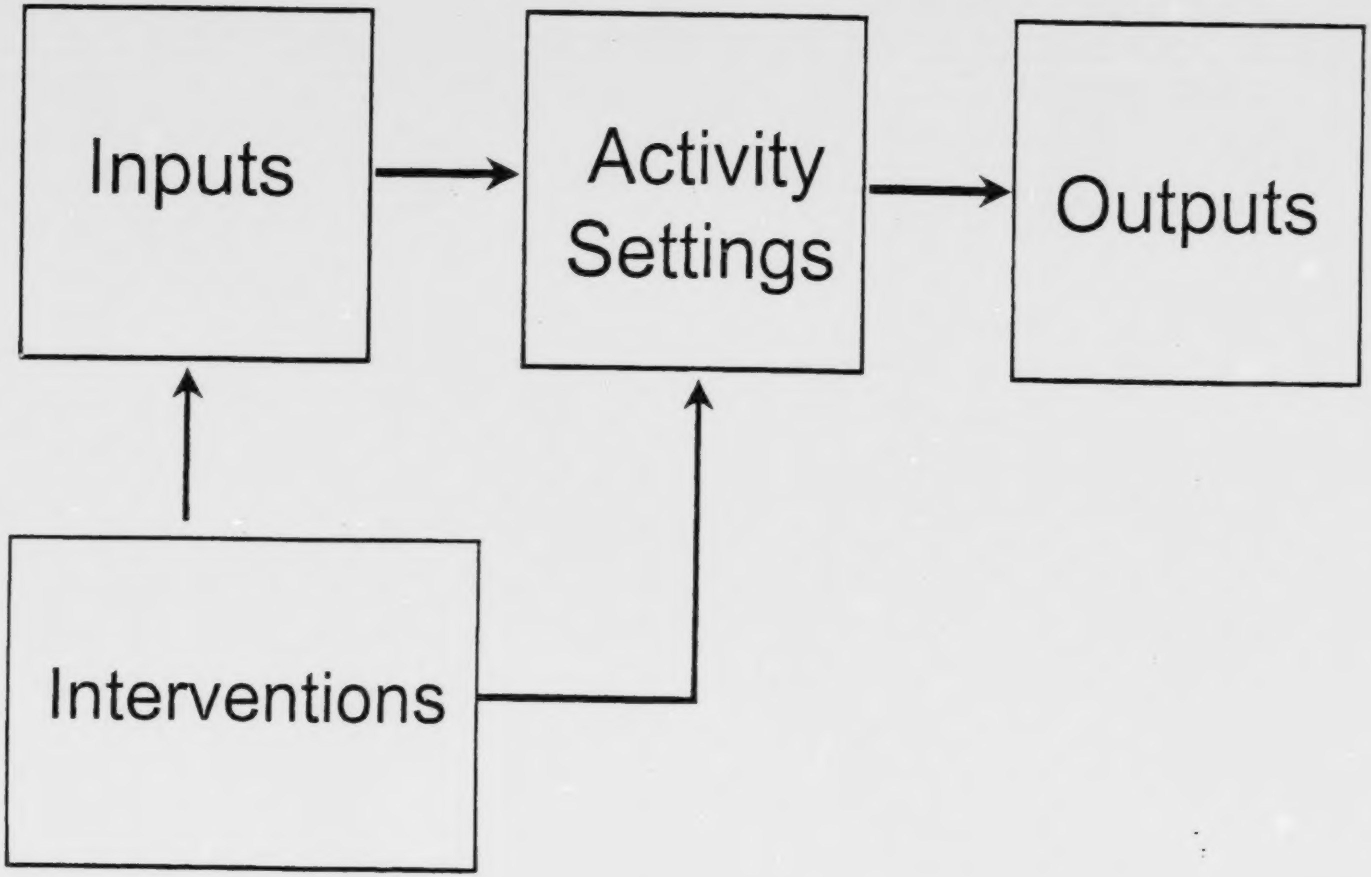

Inputs
Activity Settings
Outputs
Interventions

Table 3

Input, Activity Setting, and Output Variables Examined as Part of the Institute Research

Input Variables	Activity Settings	Output Variables
• Geography ▸ Location (State, city, town, etc.) ▸ Place of Residence (Urban, rural, suburban) • Parent/Family ▸ Demographics (Age, education, SES, income) ▸ Ethnicity ▸ Personal Cultural Beliefs ▸ Financial/Psychological Costs • Child ▸ Age ▸ Type of Disability ▸ Severity of Delay • EI/ECSE Practices ▸ IFSPs/IEPs (Process, product) ▸ Instructional Practices (Teaching methods, toys, games, etc.)	• Home Activity Settings ▸ Routines ▸ Rituals ▸ Celebrations ▸ Traditions • Community Activity Settings ▸ Routines ▸ Rituals ▸ Celebrations ▸ Traditions	• Child ▸ Behavioral Style ▸ Development ▸ Mastery ▸ Quality of Life • Parent ▸ Personal Control/Choice ▸ Parent Enjoyment/Gratification ▸ Quality of Life • Family ▸ Life Satisfaction ▸ Quality of Life

Operational Framework

According to Bronfenbrenner (1992), the behavior of a developing child is influenced by two sets of forces: (1) the environments experienced by the child (e.g., home routines, community activities, family traditions, community celebrations, etc.) and (2) the characteristics of the people in these environments, including those of the developing child (e.g., child interests). Accordingly, the extent to which different kinds of experiences are likely to have favorable influences is jointly determined by the quality of environmental opportunities and person characteristics. The studies being conducted in the Institute are focusing on two different kinds of environmental experiences (home and community activity settings) as sources of development enhancing learning opportunities, with particular emphasis on the manner in which these experiences promote and enhance child learning.

The framework for conceptualizing the influences of different experiences on child behavior and development can be depicted as:

$$B = f(H,C,E)\ (P), \text{ where}$$

- B is Child Behavior and Development,
- H is Home Activity Settings,
- C is Community Activity Settings,
- E is Early Intervention/ECSE Programs and Practices, and
- P is Person Characteristics,

and the relationship among the variables is stated as follows: Child behavior and development (functioning, performance, competence, etc.) is influenced by the nature of a child's/family's home activity settings, participation in different community activities and settings, the quality of early intervention/ECSE program practices, and the person characteristics of the developing child, his/her family members, and other persons who come in contact with the child and his/her family. The person characteristics that influence behavior and development include, but are not limited to, parents' personal cultural beliefs, values, ages, and education; child's age, diagnosis, and severity of delay or disability; child assets, preferences, and abilities, and so forth. Such a framework not only captures the variables of interest in this Institute, but is concrete enough to structure efforts to focus Institute activities on specific environmental variables and person characteristics (e.g., child interests) most important for increasing learning opportunities for children with or at-risk for disabilities.

METHOD

Study Participants

The participants are 26 children with developmental delays, identified disabilities involved in Part C early intervention or Part B (619) preschool special education programs, or at-risk for developmental delay. A purposive sampling procedure is being used to select children whose language development is between 18 and 24 months. Thirteen children will be recruited at each research site (NC, CT).

RECRUITMENT NOTE. IT IS EXTREMELY IMPORTANT FOR THIS STUDY THAT THERE BE A HIGH LEVEL OF PARENT INTEREST AND MOTIVATION TO PARTICIPATE. INTEREST AND MOTIVATION NEED TO TAKE PRECEDENCE OVER OTHER FACTORS IN SELECTING STUDY PARTICIPANTS.

Instrumentation

The instruments and methods used to collect study data are described in detail in the individual administration manuals and protocols. Many have been developed specifically for this study. Others have been adopted from scales used in other studies conducted by the Institute investigators (Dunst, Bruder, et. al., 1998c, 1998b), whereas other scales are ones developed by other researchers.

Study Explanation Sheet. This is used to fully explain the study to the parents, to obtain informed consent, and to obtain releases for children's diagnostic reports and IFSPs/IEPs.

Family Background Questionnaire. This interview protocol is used to obtain child, parent, and family background information needed for ascertaining family structure, SES, etc. measuring different aspects of parents' ethnic, racial, and cultural backgrounds and experiences.

Activity-Setting Interview Protocol. This interview protocol is used to identify the home and community activity settings making up the fabric of family life, child interests, and the activity settings matching child interests.

Instructional Practices Intervention. This protocol is used to provide parents guidance in using responsive teaching as an instructional strategy.

Family Evaluation of Intervention Practices. This self-report instrument is used for parents to judge the usefulness of the intervention procedures.

Family Activity Setting Log. This self-report instrument is used by a family to record child participation in activity settings and child behavior (e.g., interest) manifested in the activity settings.

Activity Setting Parent Rating Scale. This investigator-administered scale obtains different kinds of information about child and parent behavior associated with child participation in activity settings.

Activity Settings Observation Scale. This observation scale is used to make in vivo ratings of child, parent/child, and parent behavior as part of child participation in activity settings.

Child Behavior Characteristics Rating Scale. This global rating observation scale is used to assess different dimensions of child behavioral and interactional style.

Parent Behavior Rating Scale. This global rating observation scale is used to assess different aspects of parent, parent/child, and parent/family behavior.

Parenting Confidence/Competence Scale. This global rating observation scale is used to assess different aspects of parenting competence.

Developmental Observation Checklist. This self-report instrument is used by a parent to assess child development in four developmental domains (language, social, motor, and cognition).

Everyday Parenting Scale. This self-report scale is used to obtain judgement about parent confidence and competence.

Child and Parent Experiences Scale. This self-report scale measures multiple dimensions of child, parent, parent/child, and family behavior.

Table 5 shows the outcome instruments according to assessment target (child, parent/child, parent/family) and type of assessment (self-report, investigator administered, observation). This multi-method, multi-target approach will permit triangulation as part of data analysis.

Implementation

A highly sequential and structured approach is being used to obtain input, activity setting, and output information for assessing efforts to increase the use of home and community activity settings as sources of children's learning opportunities. Emphasis is on the collection of quantitative data supplemented with qualitative descriptions to place the quantitative findings in perspective. Qualitative information is recorded in the field notes maintained by each research staff member.

Data collection during the intervention phase of the study will be anchored on activity settings as the unit of analysis. Both input (family background, acculturation and enculturation, etc.) and output (child, parent, and family functioning) data collection will be accomplished using observational, interviews, and self-report measures. Table 6 summarizes the data collection scheme and sequence of administration of the study instruments. Table 7 organizes the data collection scheme according to individual study sessions. The study is expected to take 20 weeks (sessions) per child/family with the administration of the various input, activity setting, intervention, and output measures occurring precisely in the order shown. This sequence is necessary in order to be able to separate out the effects of input, intervention, and output (outcome) variables.

Table 5

Outcomes Instruments and Measurement Procedures

	Child	Parent/Child	Parent/Family
Parent Report	Child/Parent Experiences Scale Developmental Observation Checklist Family Activity Setting Log	Child/Parent Experiences Scale Family Activity Setting Log	Child/Parent Experiences Scale Everyday Parenting Scale Family Activity Setting Log
Investigator Administered	Activity Setting Parent Rating Scale	Activity Setting Parent Rating Scale	Activity Setting Parent Rating Scale
Observation	Child Behavior Characteristic Scale Activity Setting Observation Scale	Parent Behavior Rating Scale Activity Setting Observation Scale	Parent Behavior Rating Scale Parenting Confidence/Competence Scale Activity Setting Observation Scale

Table 6
Study Instruments and Administration Schedule

Instruments	Week (Session)																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Study Explanation Sheet	✓																			
Family Background Questionnaire	✓	✓																		
AEQ	✓	✓																		
Activity Setting Interview Protocol		✓	✓					U				U				U				
Instructional Practices Intervention			✓	✓			✓		✓		✓		✓		✓		✓		✓	
Family Evaluation of Intervention Practices								✓				✓				✓				✓
Family Activity Setting Log				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Activity Setting Parent Rating Scale					✓		✓		✓		✓		✓		✓		✓		✓	
Activity Setting Observation Scale	P	P	P	✓		✓		✓		✓		✓		✓		✓		✓		✓
Developmental Observation Checklist				✓				✓				✓				✓				✓
Child Behavior Characteristics Scale	P	P		✓		✓		✓		✓		✓		✓		✓		✓		✓
Parent Behavior Rating Scale	P	P		✓		✓		✓		✓		✓		✓		✓		✓		✓
Child and Parent Experiences Scale				✓				✓				✓				✓				✓
Everyday Parenting Scale				✓				✓				✓				✓				✓
Parenting Confidence/Competence Scale	P	P		✓		✓		✓		✓		✓		✓		✓		✓		✓
Language Sample (Audio taping)		✓		✓				✓				✓				✓				✓

NOTES. U = Update/review/revise activity settings and instructional practices.
P = Practice administration and investigator feedback.

Table 7

Schedule for Administration of Study Instruments for the Asset-Based Children's Learning Opportunities Study

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The following is the administrative schedule for administering the different study scales and instruments. It is essential that the timing and sequencing for administering the study instruments is followed as described below.

Week (Session) 1

1. Study Explanation Sheet
2. Family Background Questionnaire
3. AEQ
4. Activity Setting Observation Scale (Practice and get feedback)
5. Child Behavior Characteristics Scale (Practice and get feedback)
6. Parent Behavior Rating Scale (Practice and get feedback)
7. Parenting Confidence/Competence Scale (Practice and get feedback)

Week (Session) 2

1. Family Background Questionnaire (Complete)
2. AEQ (Complete)
3. Activity Setting Interview Protocol (Begin)
4. Activity Setting Observation Scale (Practice and get feedback)
5. Child Behavior Characteristics Scale (Practice and get feedback)
6. Parent Behavior Rating Scale (Practice and get feedback)
7. Parenting Confidence and Competence Scale (Practice and get feedback)
8. Language Sample

Week (Session) 3

1. Activity Setting Interview Protocol (Complete)
2. Activity Setting Observation Scale (Practice and get feedback)
3. Child and Parent Experiences Scale (Leave with parent to complete)
4. Everyday Parenting Scale (Leave with parent to complete)

Week (Session) 4

1. Instructional Practices Intervention
2. Family Activity Setting Log (Explain how to complete and leave with parent)
3. Activity Setting Observation Scale (Begin observations after going over the Instructional Practices Intervention)

4. Developmental Observation Checklist (Get parent started and have him/her complete while you are there)
5. Child Behavior Characteristics Scale
6. Parent Behavior Rating Scale
7. Child and Parent Experiences Scale (Pick up from parent)
8. Everyday Parenting Scale (Pick up from parent)
9. Parenting Confidence/Competence Scale
10. Language Sample

Week (Session) 5

1. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
2. Activity Setting Parent Rating Scale
3. Instructional Practices Intervention (Review with parent)

Week (Session) 6

1. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
2. Activity Setting Observation Scale
3. Child Behavior Characteristics Scale
4. Parent Behavior Rating Scale
5. Parenting Confidence/Competence Scale

Week (Session) 7

1. Family Evaluation of Intervention Practices (Leave with parent to complete)
2. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
3. Activity Setting Parent Rating Scale
4. Instructional Practices Intervention (Review with Parent)
5. Child and Parent Experiences Scale (Leave with parent to complete)
6. Everyday Parenting Scale (Leave with parent to complete)

Week (Session) 8

1. Activity Setting Interview Protocol (Update/review/revise activity settings) ✓
2. Family Evaluation of Intervention Practices (Pick up from parent)
3. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
4. Activity Setting Observation Scale
5. Developmental Observation Checklist (Get parent started and have him/her complete while you are there)
6. Child Behavior Characteristics Scale
7. Parent Behavior Rating Scale
8. Child and Parent Experiences Scale (Pick up from parent)
9. Everyday Parenting Scale (Pick up from parent)
10. Parenting Confidence/Competence Scale
11. Language Sample

Week (Session) 9

1. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
2. Activity Setting Parent Rating Scale
3. Instructional Practices Intervention (Review with parent)

Week (Session) 10

1. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
2. Activity Setting Observation Scale
3. Child Behavior Characteristics Scale
4. Parent Behavior Rating Scale
5. Parenting Confidence/Competence Scale

Week (Session) 11

1. Family Evaluation of Intervention Practices (Leave with parent to complete)
2. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
3. Activity Setting Parent Rating Scale
4. Instructional Practices Intervention (Review with parent)
5. Child and Parent Experiences Scale (Leave with parent to complete)
6. Everyday Parenting Scale (Leave with parent to complete)

Week (Session) 12

1. Activity Setting Interview Protocol (Update/review/revise activity settings)
2. Family Evaluation of Intervention Practices (Pick up from parent)
3. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
4. Activity Setting Observation Scale
5. Developmental Observation Checklist (Get parent started and have him/her complete while you are there)
6. Child Behavior Characteristics Scale
7. Parent Behavior Rating Scale
8. Child and Parent Experiences Scale (Pick up from parent0
9. Everyday Parenting Scale (Pick up from parent)
10. Parenting Confidence/Competence Scale
11. Language Sample

Week (Session) 13

1. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
2. Activity Setting Parent Rating Scale
3. Instructional Practices Intervention (Review with parent)

Week (Session) 14

1. Family Activity Setting Log (Pick up previous week's from parent and leave a new one
2. Activity Setting Observation Scale
3. Child Behavior Characteristics Scale
4. Parent Behavior Rating Scale
5. Parenting Confidence/Competence Scale

Week (Session) 15

1. Family Evaluation of Intervention Practices (Leave with parent to complete)
2. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
3. Activity Setting Parent Rating Scale
4. Instructional Practices Intervention (Review with parent0
5. Child and Parent Experiences Scale (Leave with parent to complete)
6. Everyday Parenting Scale (Leave with parent to complete)

Week (Session) 16

1. Activity Setting Interview Protocol (Update/review/revise activity settings)
2. Family Evaluation of Intervention Practices (Pick up from parent)
3. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
4. Activity Setting Observation Scale
5. Developmental Observation Checklist (Get parent started and have him/her complete while you are there)
6. Child Behavior Characteristics Scale
7. Parent Behavior Rating Scale
8. Child and Parent Experiences Scale (Pick up from parent)
9. Everyday Parenting Scale (Pick up from parent)
10. Parenting Confidence/Competence Scale
11. Language Sample

Week (Session) 17

1. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
2. Activity Setting Parent Rating Scale
3. Instructional Practices Intervention (Review with parent)

Week (Session) 18

1. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
2. Activity Setting Observation Scale
3. Child Behavior Characteristics Scale
4. Parent Behavior Rating Scale
5. Parenting Confidence/Competence Scale

Week (Session) 19

1. Family Evaluation of Intervention Practices (Leave with parent to complete)
2. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
3. Activity Setting Parent Rating Scale
4. Instructional Practices Intervention (Review with parent)
5. Child and Parent Experiences Scale (Leave with parent to complete)
6. Everyday Parenting Scale (Leave with parent to complete)

Week (Session) 20

1. Family Evaluation of Intervention Practice (Pick up from parent)
2. Family Activity Setting Log (Pick up previous week's from parent)
3. Activity Setting Observation Scale
4. Developmental Observation Checklist (Get parent started and have him/her complete while you are there)
5. Child Behavior Characteristics Scale
6. Parent Behavior Rating Scale
7. Child and Parent Experiences Scale (Pick up from parent)
8. Everyday Parenting Scale (Pick up from parent)
9. Parenting Confidence/Competence Scale
10. Language Sample

Checklist for Completing and Sending Data Forms

Week 1 (Session 1)

Family ______________ ________ Interviewer ______________________

Administer the following:	Instructions	Did you do this?
Study Explanation Sheet	Complete with family. Have family sign release forms, parent payment form.	
Family Background Questionnaire	Complete with family.	
AEQ	Complete with family.	

Practice on week 1:

Activity Setting Observation Scale	Discuss with your supervisor any questions, concerns, etc. Regarding this scale.	
Child Behavior Rating Scale	Discuss with your supervisor any questions, concerns, etc. regarding this scale	
Parent Behavior Rating Scale	Discuss with your supervisor any questions, concerns, etc. regarding this scale.	
Parenting Confidence/Competence Scale	Discuss with your supervisor any questions, concerns, etc. regarding this scale.	

Leave with family:

Reminder card for next visit.	Add your name to card.	

Give to Supervisor:

IFSP/IEP Release form	Make sure requests are sent out as soon as possible. When you receive this information, forward it to Morganton. Remember to make a copy to keep for your own records.	
Diagnostic Release form	Make sure requests are sent out as soon as possible. When you receive this information, forward it to Morganton. Remember to make a copy to keep for you're your own records.	

CHECK ALL DATA TO MAKE SURE ALL ITEMS ARE COMPLETE WITH NO BLANKS

Have Supervisor Review, Then Send to Morganton for Week 1:

Informed Consent Form		
Parent payment Form		
Family Background Questionnaire Code Sheet	Send only if you completed this scale. Otherwise, finish on your next visit and send with week 2 data.	
AEQ Scoring Form	Send only if you completed this scale. Otherwise, finish on your next visit and send with week 2 data.	

Checklist for Completing and Sending Data Forms

Week 2 (Session 2)

Family ______________________ Interviewer ______________________

Administer the following:	**Instructions**	**Did you do this?**
Family Background Qs.	Finish today if not finished in session 1	
AEQ	Finish today if not finished in session 1	
Activity Setting Interview Protocol	If you do not finish during this visit, go back as soon as possible and finish.	
Language Sample (Audio taping)		

Practice on week 1:

Activity Setting Observation Scale	Discuss with your supervisor any questions, concerns, etc. regarding this scale	
Child Behavior Rating Scale	Discuss with your supervisor any questions, concerns, etc. regarding this scale.	
Parent Behavior Rating Scale	Discuss with your supervisor any questions, concerns, etc. regarding this scale.	
Parenting Confidence/Competence Scale	Discuss with your supervisor any questions, concerns, etc. regarding this scale.	

Leave with family:

Reminder card for next visit	Add your name.	

Have Supervisor Review, Then send to Morganton for Week 2:

CHECK ALL DATA TO MAKE SURE ALL ITEMS ARE COMPLETE WITH NO BLANKS

Family Background Qs. Code sheet	Send only if you didn't last week.	
AEQ scoring form	Send only if you didn't last week.	
Language Sample Transcript		

Checklist for Completing and Sending Data Forms - Week 3 (Session 3)

Family ____________________ Interviewer ____________________

Instructions **Did you do this?**

Administer the following:

Activity Setting Interview Protocol	Complete this protocol. Have your supervisor approve the Activity Setting Recording Form before going on to session 3.	
Instructional Practices Intervention	Go over and practice intervention with parent.	

Practice the following:

Activity Setting Observation Scale	Discuss with your supervisor any questions, concerns, etc. regarding this scale.	

Leave with family:

Reminder card for next visit	Add your name to card.	
Child and Parent Experiences Scale	Ask parent to complete this just before your next session.	
Everyday Parenting Scale	Ask parent to complete this just before your next session.	

Have supervisor review, then send to Morganton for Week 3: CHECK ALL DATA TO MAKE SURE ALL ITEMS ARE COMPLETE WITH NO BLANKS

Activity Setting Interview Protocol	Send all recording forms including the Activity Setting Recording Forms, Field Notes page, and a copy of the Weekly Reminder.	

Checklist for Completing and Sending Data Forms - Week 4

Family ______________________ Interviewer ______________________

Administer the following:	**Instructions**	**Did you do this?**
Instructional Practices Intervention	Go over and practice intervention if you didn't do so last week.	
Activity Setting Observation Scale	Begin observation AFTER going over the Instructional Practices Intervention.	
Child Behavior Characteristics Scale		
Parenting Confidence/Competence Scale		
Parent Behavior Rating Scale		
Language Sample	Audio taping	

Have Parent Complete:

Developmental Observational Checklist	Speak to your supervisor BEFORE administering this to figure out the best starting point for the family. Help family start and complete this form during this session.	

Pick up from family:

Child and Parent Experiences Scale	Look over scale to make sure it is complete. Have parent fill in anything missed.	
Everyday Parenting Scale	Look over scale to make sure it is complete. Have parent fill in anything missed.	

Leave with family:

Family Activity Setting Log	Explain how to complete. Leave two logs. Parent should start filling out the first log on the date of your visit and continue with this log through Sunday. Parent should start the second log next Monday. Each family from then on will fill out one log a week (Monday to Sunday) regardless of the day of the week you meet.	
Reminder card for next visit.		

Have supervisor review, then send to Morganton for Week 4:

CHECK ALL DATA TO MAKE SURE ALL ITEMS ARE COMPLETE, WITH NO BLANKS. ASSURE EVERYTHING IS TRANSLATED INTO ENGLISH.

Instructional Practices Intervention Field Notes		
Activity Setting Observation Scale		
Developmental Observation Checklist		
Child Behavior Characteristics Scale		
Child and Parent Experiences Scale		
Everyday Parenting Scale		
Parent Behavior Rating Scale		
Parenting Confidence/Competence Scale		
Documentation of Family Participation	Include if you haven't already faxed to Morganton.	
Language Sample Transcript	Translated into English.	

Checklist for Completing and Sending Data Forms - Week 5

Family ____________________ Interviewer ____________________

Administer the following:	Instructions	Did you do this?
Activity Setting Parent Rating Scale		
Instructional Practices Intervention	Review with Parent and complete field notes	

Pick up from family:

Family Activity Setting Log	Pick up the form the family completed during the week, since your last visit. Look this over to check for information left blank.	

Leave with family:

Family Activity Setting Log	Remind parent to complete each day.	
Reminder card for next visit.		

Review with Supervisor, then send to Morganton for Week 5:	CHECK ALL DATA TO MAKE SURE ALL ITEMS ARE COMPLETE WITH NO BLANKS. ASSURE THAT ARE ITEMS ARE TRANSLATED INTO ENGLISH.	
Activity Setting Rating Scale		
Family Activity Setting Log	Send forms completed during week 4 by the family, translated into English.	
Instructional Practices Intervention Field Notes		

Checklist for Completing and Sending Data Forms - Week 6

Family ____________________ Interviewer ____________________

Administer the following:	Instructions	Did you do this?
Activity Setting Observation Scale		
Child Behavior Characteristics Scale		
Parent Behavior Rating Scale		
Parenting Confidence/Competence Scale		

Pick up from family:

Family Activity Setting Log	Pick up the form the family completed during the week, since your last visit. Look this over to check for information left blank.	

Leave with family:

Family Activity Setting Log	Remind parent to complete each day.	
Reminder card for next visit.		

Review with Supervisor, then send to Morganton for Week 6:

CHECK ALL DATA TO MAKE SURE ALL ITEMS ARE COMPLETE WITH NO BLANKS. ASSURE THAT ALL ITEMS ARE TRANSLATED INTO ENGLISH.

[illegible]		
Family Activity Setting Log	Send forms completed for week 5 by the family, translated into English.	
Activity Setting Observation Scale		
Child Behavior Characteristics Scale		
Parent Behavior Rating Scale		
Parenting Confidence/Competence Scale		

Checklist for Completing and Sending Data Forms - Week 7 (Session 7)

Family ____ ____ ____ ____ Interviewer ____________________

Administer the following:	Instructions	Did you do this?
Activity Setting Parent Rating Scale		
Instructional Practices Intervention	Go over with parent and practice.	

Pick up from family:		
Family Activity Setting Log	Pick up the form the family completed during the week, since your last visit. Look this over to check for information left blank.	

Leave with family:		
Family Activity Setting Log	Remind parent to complete each day.	
Family Evaluation of Intervention Practices	Ask parent to complete shortly before your next visit.	
Child and Parent Experiences Scale	Ask parent to complete shortly before your next visit.	
Everyday Parenting Scale	Ask parent to complete shortly before your next visit.	
Reminder card for next visit.	Add your name.	

Review with your supervisor, then send to Morganton for Week 7:	CHECK ALL DATA TO MAKE SURE ALL ITEMS ARE COMPLETE WITH NO BLANKS. ASSURE EVERYTHING IS IN ENGLISH.	
Activity Setting Parent Rating Scale		
Family Activity Setting Log	Send forms completed during the week by the family.	
Instructional Practices Intervention Field Notes Page		

Checklist for Completing and Sending Data Forms - Week 8 (Session 8)

Family ______________________ Interviewer ______________________

Administer the following:

	Instructions	**Did you do this?**
Activity Setting Interview Protocol	Update activity settings (May have a new page for this)	
Activity Setting Observation Scale		
Developmental Observation Checklist	Check with Supervisor prior to visit to establish starting point (basal)	
Child Behavior Characteristics Scale		
Parent Behavior Rating Scale		
Parenting Confidence/Competence Scale		
Language Sample	Audio tape	

Pick up from family:

Family Activity Setting Log	Pick up the form the family completed during the week, since your last visit. Look this over to check for information left blank.	
Child and Parent Experiences Scale		
Everyday Parenting Scale		
Family Evaluation of Intervention Practices		

Leave with family:

Family Activity Setting Log	Remind parent to complete each day.	
Reminder card for next visit.		

Review with your supervisor, then send to Morganton for Week 8:

CHECK ALL DATA TO MAKE SURE ALL ITEMS ARE COMPLETE WITH NO BLANKS. ASSURE EVERYTHING IS TRANSLATED INTO ENGLISH.

Family Activity Setting Log		
Child Behavior Characteristics Scale		
Activity Setting Observation Scale		
Parent Behavior Rating Scale		
Parenting Confidence/Competence Scale		
Family Evaluation of Intervention Practices		
Child and Parent Experiences Scale		
Everyday Parenting Scale		
Developmental Observation Checklist		
Language Sample Transcript		
Activity Setting Interview Update		

Checklist for completing and sending data forms – Week 9 (Session 9)

Family____________________________ Interviewer______________________________

Instructions

Administer the following:

		Did you do this?
Activity Setting Parenting Rating Scale	Complete with family.	
Instructional Practices Intervention	Go over and practice with parent and complete field notes page.	

Pick up from family:

Family Activity Setting Log	Pick up the form the family completed during the week, since your last visit. Look this over to check for information left blank.	

Leave with family:

Family Activity Setting Log	Remind parent to complete each day.	
Reminder card for next visit.		

Have supervisor review, then Send to Morganton for Week 9: CHECK ALL DATA TO MAKE SURE ALL ITEMS ARE COMPLETE. ASSURE EVERYTHING IS TRANSLATED INTO ENGLISH.

Activity Setting Parent Rating Scale		
Instructional Practices Intervention Field Notes Page		
Family Activity Setting Log	(log for week 8)	

Checklist for Completing and Sending Data Forms - Week 10

Family ______ ______

Interviewer ____________________

Administer the following:

	Instructions	**Did you do this?**
Activity Setting [illegible]		
Activity Setting Observation Scale		
Child Behavior Characteristics Scale		
Parent Behavior Rating Scale		
Parenting Confidence/Competence Scale		

Pick up from family:

Family Activity Setting Log	Pick up the form the family completed during the week, since your last visit. Look this over to check for information left blank.	

Leave with family:

Family Activity Setting Log	Remind parent to complete each day.	
Reminder card for next visit.		

Review with Supervisor, then send to Morganton for Week 10:

CHECK ALL DATA TO MAKE SURE ALL ITEMS ARE COMPLETE WITH NO BLANKS. ASSURE THAT ALL ITEMS ARE TRANSLATED INTO ENGLISH.

[illegible] Setting [illegible]		
Family Activity Setting Log	Send forms completed for week 9 by the family, translated into English.	
Activity Setting Observation Scale		
Child Behavior Characteristics Scale		
Parent Behavior Rating Scale		
Parenting Confidence/Competence Scale		

Checklist for Completing and Sending Data Forms - Week 11 (Session 11)

Family ______________________ Interviewer ______________________

Administer the following:

	Instructions	**Did you do this?**
Activity Setting Parent Rating Scale		
Instructional Practices Intervention	Go over with parent and practice.	

Pick up from family:

Family Activity Setting Log	Pick up the form the family completed during the week, since your last visit. Look this over to check for information left blank.	

Leave with family:

Family Activity Setting Log	Remind parent to complete each day.	
Family Evaluation of Intervention Practices	Ask parent to complete shortly before your next visit.	
Child and Parent Experiences Scale	Ask parent to complete shortly before your next visit.	
Everyday Parenting Scale	Ask parent to complete shortly before your next visit.	
Reminder card for next visit.	Add your name.	

Review with your supervisor, then send to Morganton for Week 11:

CHECK ALL DATA TO MAKE SURE ALL ITEMS ARE COMPLETE WITH NO BLANKS. ASSURE EVERYTHING IS IN ENGLISH.

Activity Setting Parent Rating Scale		
Family Activity Setting Log	Send forms completed during the week by the family.	
Instructional Practices Intervention Field Notes Page		

Checklist for Completing and Sending Data Forms - Week 12 (Session 12)

Family ______________________ Interviewer ______________________

Administer the following:

	Instructions	**Did you do this?**
Activity Setting Interview Protocol	Update activity settings (May have a new page for this)	
Activity Setting Observation Scale		
Developmental Observation Checklist	Check with Supervisor prior to visit to establish starting point (basal)	
Child Behavior Characteristics Scale		
Parent Behavior Rating Scale		
Parenting Confidence/Competence Scale		
Language Sample	Audio tape	

Pick up from family:

Family Activity Setting Log	Pick up the form the family completed during the week, since your last visit. Look this over to check for information left blank.	
Child and Parent Experiences Scale		
Everyday Parenting Scale		
Family Evaluation of Intervention Practices		

Leave with family:

Family Activity Setting Log	Remind parent to complete each day.	
Reminder card for next visit.		

Review with your supervisor, then send to Morganton for Week 12:

CHECK ALL DATA TO MAKE SURE ALL ITEMS ARE COMPLETE WITH NO BLANKS. ASSURE EVERYTHING IS TRANSLATED INTO ENGLISH.

Family Activity Setting Log		
Child Behavior Characteristics Scale		
Activity Setting Observation Scale		
Parent Behavior Rating Scale		
Parenting Confidence/Competence Scale		
Family Evaluation of Intervention Practices		
Child and Parent Experiences Scale		
Everyday Parenting Scale		
Developmental Observation Checklist		
Language Sample Transcript		
Activity Setting Interview Update		

Checklist for Completing and Sending Data Forms - Week 14

Family ____________________ Interviewer ____________________

Administer the following:

	Instructions	Did you do this?
[illegible] Rating Scale		
Activity Setting Observation Scale		
Child Behavior Characteristics Scale		
Parent Behavior Rating Scale		
Parenting Confidence/Competence Scale		

Pick up from family:

Family Activity Setting Log	Pick up the form the family completed during the week, since your last visit. Look this over to check for information left blank.	

Leave with family:

Family Activity Setting Log	Remind parent to complete each day.	
Reminder card for next visit.		

Review with Supervisor, then send to Morganton for Week 14:

CHECK ALL DATA TO MAKE SURE ALL ITEMS ARE COMPLETE WITH NO BLANKS. ASSURE THAT ALL ITEMS ARE TRANSLATED INTO ENGLISH.

Activity Setting Rating Scale		
Family Activity Setting Log	Send forms completed for week 13 by the family, translated into English.	
Activity Setting Observation Scale		
Child Behavior Characteristics Scale		
Parent Behavior Rating Scale		
Parenting Confidence/Competence Scale		

Checklist for Completing and Sending Data Forms - Week 16 (Session 16)

Family ____________________ Interviewer ____________________

Administer the following:

	Instructions	Did you do this?
Activity Setting Interview Protocol	Update activity settings (May have a new page for this)	
Activity Setting Observation Scale		
Developmental Observation Checklist	Check with Supervisor prior to visit to establish starting point (basal)	
Child Behavior Characteristics Scale		
Parent Behavior Rating Scale		
Parenting Confidence/Competence Scale		
Language Sample	Audio tape	

Pick up from family:

Family Activity Setting Log	Pick up the form the family completed during the week, since your last visit. Look this over to check for information left blank.	
Child and Parent Experiences Scale		
Everyday Parenting Scale		
Family Evaluation of Intervention Practices		

Leave with family:

Family Activity Setting Log	Remind parent to complete each day.	
Reminder card for next visit.		

Review with your supervisor, then send to Morganton for Week 16:

CHECK ALL DATA TO MAKE SURE ALL ITEMS ARE COMPLETE WITH NO BLANKS. ASSURE EVERYTHING IS TRANSLATED INTO ENGLISH.

Family Activity Setting Log		
Child Behavior Characteristics Scale		
Activity Setting Observation Scale		
Parent Behavior Rating Scale		
Parenting Confidence/Competence Scale		
Family Evaluation of Intervention Practices		
Child and Parent Experiences Scale		
Everyday Parenting Scale		
Developmental Observation Checklist		
Language Sample Transcript		
Activity Setting Interview Update		

Checklist for completing and sending data forms – Week 17 (Session 17)

Family____________________________ Interviewer____________________________

Instructions

Administer the following:

		Did you do this?
Activity Setting Parenting Rating Scale	Complete with family.	
Instructional Practices Intervention	Go over and practice with parent and complete field notes page.	

Pick up from family:

Family Activity Setting Log	Pick up the form the family completed during the week, since your last visit. Look this over to check for information left blank.	

Leave with family:

Family Activity Setting Log	Remind parent to complete each day.	
Reminder card for next visit.		

Have supervisor review, then Send to Morganton for Week 17: CHECK ALL DATA TO MAKE SURE ALL ITEMS ARE COMPLETE. ASSURE EVERYTHING IS TRANSLATED INTO ENGLISH.

Activity Setting Parent Rating Scale		
Instructional Practices Intervention Field Notes Page		
Family Activity Setting Log	(log for week 16)	

Checklist for Completing and Sending Data Forms - Week 18

Family ____________________ Interviewer ____________________

Administer the following:	**Instructions**	**Did you do this?**
Activity Setting Observation Scale		
Child Behavior Characteristics Scale		
Parent Behavior Rating Scale		
Parenting Confidence/Competence Scale		

Pick up from family:		
Family Activity Setting Log	Pick up the form the family completed during the week, since your last visit. Look this over to check for information left blank.	

Leave with family:		
Family Activity Setting Log	Remind parent to complete each day.	
Reminder card for next visit.		

Review with Supervisor, then send to Morganton for Week 18:	CHECK ALL DATA TO MAKE SURE ALL ITEMS ARE COMPLETE WITH NO BLANKS. ASSURE THAT ALL ITEMS ARE TRANSLATED INTO ENGLISH.	
Activity Setting Rating Scale		
Family Activity Setting Log	Send forms completed for week 17 by the family, translated into English.	
Activity Setting Observation Scale		
Child Behavior Characteristics Scale		
Parent Behavior Rating Scale		
Parenting Confidence/Competence Scale		

Checklist for Completing and Sending Data Forms - Week 19 (Session 19)

Family ____________________ Interviewer ____________________

Administer the following:

	Instructions	Did you do this?
Activity Setting Parent Rating Scale		
Instructional Practices Intervention	Go over with parent and practice.	

Pick up from family:

Family Activity Setting Log	Pick up the form the family completed during the week, since your last visit. Look this over to check for information left blank.	

Leave with family:

Family Activity Setting Log	Remind parent to complete each day.	
Family Evaluation of Intervention Practices	Ask parent to complete shortly before your next visit.	
Child and Parent Experiences Scale	Ask parent to complete shortly before your next visit.	
Everyday Parenting Scale	Ask parent to complete shortly before your next visit.	
Reminder card for next visit.	Add your name.	

Review with your supervisor, then send to Morganton for Week 19:

CHECK ALL DATA TO MAKE SURE ALL ITEMS ARE COMPLETE WITH NO BLANKS. ASSURE EVERYTHING IS IN ENGLISH.

Activity Setting Parent Rating Scale		
Family Activity Setting Log	Send forms completed during the week by the family.	
Instructional Practices Intervention Field Notes Page		

Checklist for Completing and Sending Data Forms - Week 20 (Session 20)

Family ______________________ Interviewer ______________________

Administer the following:	**Instructions**	**Did you do this?**
Activity Setting Observation Scale		
Developmental Observation Checklist	Check with Supervisor prior to visit to establish starting point (basal)	
Child Behavior Characteristics Scale		
Parent Behavior Rating Scale		
Parenting Confidence/Competence Scale		
Language Sample	Audio tape	

Pick up from family:		
Family Activity Setting Log	PICK UP LAST LOG AND CHECK INFORMATION	
Child and Parent Experiences Scale		
Everyday Parenting Scale		
Family Evaluation of Intervention		
Practices		

Review with your supervisor, then send to Morganton for Week 20:	CHECK ALL DATA TO MAKE SURE ALL ITEMS ARE COMPLETE WITH NO BLANKS. ASSURE EVERYTHING IS TRANSLATED INTO ENGLISH.	
Family Activity Setting Log		
Child Behavior Characteristics Scale		
Activity Setting Observation Scale		
Parent Behavior Rating Scale		
Parenting Confidence/Competence Scale		
Family Evaluation of Intervention Practices		
Child and Parent Experiences Scale		
Everyday Parenting Scale		
Developmental Observation Checklist		
Language Sample Transcript		
Documentation of Family Participation		

RELENA HAWKS PUCKETT INSTITUTE

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El Puckett Institute esta interesado en trabajar con familias que tengan niños entre las edades de 18 a 24 meses, que tengan un poquito o ningun conocimiento del idioma Ingles.

Este estudio se llevara a cabo durante 5 meses, y las familias que formen parte de el, seran gratificadas monetariamente.

*Este proyecto es financiado por el Departamento de Educacion de los Estados Unidos y la Universidad de Connecticut

Por favor contacte a: Rosana Romero o Esha Clearfield al 255-0470.

Nombre:______________________________
Direccion:____________________________
Telefono:_____________________________

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APPENDIX F

Background Measures

Study Explanation Sheet

Family Background Questionnaire

Acculturation and Enculturation Questionnaire

Running Head: STUDY EXPLANATION SHEET

Alternative Early Intervention Service Delivery Models for Latino Families Whose Children are English Language Learners

STUDY EXPLANATION SHEET

Routine-Based Study

Revised Version

February 9, 2000

STUDY EXPLANATION SHEET

[Introduction to Interview]

[The Study Explanation Sheet includes the information needed to fully explain the study to the study participants, obtain informed consent, obtain releases for child diagnostic reports and developmental records, and explain how families will be compensated for their participation in the studies. The Study Explanation Sheet is intended as a guideline for fully disclosing all aspects of the investigation and not as a set of rigid instructions about the study or the parents' role in participation in the study. It is, however, important that ALL of the sections below be covered and the parents fully understand each part. All information available to you (procedural manual, study abstract, protocols, etc.) can be used to describe the study, describe parent participation, answer questions, etc.

[INTRODUCTION]

HELLO, MY NAME IS (________). I AM A STAFF MEMBER OF THE LATINO PROJECT. THIS PROJECT IS BEING FUNDED BY THE U.S. DEPARTMENT OF EDUCATION TO LEARN HOW TO USE EVERYDAY FAMILY AND COMMUNITY LIFE AS SOURCES OF CHILDREN'S LEARNING ENGLISH AND CHILD INTEREST AS A WAY OF SELECTING LEARNING ENGLISH BEST TO LEARN ENGLISH. I WANT TO THANK YOU FOR AGREEING TO BE PART OF THIS STUDY.

YOUR PARTICIPATION WILL HELP US LEARN ABOUT THE THINGS A FAMILY CAN DO TO PROVIDE THEIR CHILD DIFFERENT KINDS OF LEARNING OPPORTUNITIES. I'D LIKE TO LEAVE YOU MY NAME, ADDRESS, AND PHONE NUMBER IN CASE YOU NEED TO GET IN TOUCH WITH ME. [Provide the parent this information]. IF YOU NEED TO TALK TO EITHER DR. BRUDER OR DR. TRIVETTE

[Project Directors], YOU CAN CALL OR REACH THEM AT THE NUMBER OR ADDRESS AT THE BOTTOM OF THE PAGE. YOU ALSO CAN REACH DR. TRIVETTE CALLING HER AT

1-800-824-1174. (Write name and phone number on the same sheet as your name.) THIS IS A FREE PHONE CALL AND WON'T COST YOU ANY MONEY.

[PURPOSE OF THE STUDY]

I'D LIKE TO TAKE A FEW MINUTES TO EXPLAIN OUR STUDY TO YOU AND ANSWER ANY QUESTIONS YOU MAY HAVE. WE ARE WORKING WITH FAMILIES IN CONNECTICUT AND NORTH CAROLINA TO HELP PARENTS PROVIDE THEIR CHILDREN OPPORTUNITIES TO LEARN ENGLISH. THIS IS DONE BY INCLUDING ENGLISH IN WHAT FAMILIES ALREADY DO DAY-IN AND DAY-OUT AS WELL AS NEW THINGS FAMILIES WOULD LIKE TO DO OR TRY.

THE PURPOSE OF THE STUDY IS TO INCREASE OPPORTUNITIES FOR LEARNING ENGLISH FOR YOUR CHILD USING YOUR CHILD'S INTERESTS, AND TO EVALUATE HOW THIS EFFECTS [CHILD'S NAME], YOURSELF, AND YOUR FAMILY. WE WILL WORK TOGETHER TO IDENTIFY THESE OPPORTUNITIES AND WILL BE LOOKING AT DIFFERENT WAYS TO DO THESE ACTIVITIES ON A REGULAR BASIS. I'LL BE ASKING YOU THROUGHOUT THE STUDY TO EVALUATE WHETHER THESE DIFFERENT THINGS ARE HELPFUL OR NOT HELPFUL TO YOU AND YOUR CHILD. THE DIFFERENT THINGS WE WILL BE DOING TO HELP [CHILD'S NAME] LEARN HAVE ALL BEEN FOUND TO INCREASE CHILDREN'S LEARNING OF ENGLISH.

[FAMILY PARTICIPATION]

I'D LIKE TO VISIT WITH YOU ABOUT ONCE A WEEK OVER THE NEXT 5 MONTHS TO WORK WITH YOU TO PROVIDE YOUR CHILD DIFFERENT KINDS OF LEARNING OPPORTUNITIES FOR LEARNING ENGLISH. OUR TIME TOGETHER WILL LAST ABOUT TWO HOURS. IF WE CAN'T FINISH WHAT WE NEED TO DURING MY VISIT, I CAN COME BACK AGAIN THAT WEEK TO COMPLETE THE SESSION. ON DIFFERENT VISITS I WILL BE DOING SOME INTERVIEWS WITH YOU, ASKING YOU SOME QUESTIONS ABOUT YOURSELF AND YOUR CHILD, OBSERVING YOUR CHILD IN DIFFERENT ACTIVITIES, AND MAKING NOTES ABOUT WHAT WE TALK ABOUT AND WHAT I OBSERVE. ALL OF THIS INFORMATION WILL BE HELD IN STRICTEST CONFIDENCE. NO ONE OTHER THAN MEMBERS OF THE RESEARCH TEAM WILL BE ALLOWED TO SEE ANY OF THE INFORMATION WE TALK ABOUT OR YOU PROVIDE ME. ALSO, ALL THE INFORMATION WILL BE CODED SO YOUR CHILD AND FAMILY'S IDENTITY IS PROTECTED AT ALL TIMES. DO YOU HAVE ANY QUESTIONS ABOUT WHAT WE WILL BE DOING AND WHAT WE ARE ASKING YOU TO DO?

[FAMILY COMPENSATION]

TO SHOW YOU HOW MUCH WE APPRECIATE YOUR WILLINGNESS TO BE PART OF THE STUDY, WE ARE ABLE TO PROVIDE YOU $25 A SESSION AS A WAY OF THANKING YOU FOR THE TIME YOU LET US SPEND WITH YOU AND YOUR CHILD. WE CAN PROVIDE YOU THIS MONEY IN FIVE PAYMENTS OF $100 EACH PAID AFTER WE COMPLETE THE WORK FOR FOUR SESSIONS. WOULD A CHECK

BE OK OR WOULD YOU LIKE TO BE PAID ANOTHER WAY? [If paid by check], "HOW DO YOU WANT THE CHECKS MADE OUT AND WHAT ADDRESS IS BEST TO USE TO SEND YOU THE CHECKS?" [Complete the Parent Payment Form and return it to the Puckett Institute Asheville office.] DO YOU HAVE ANY QUESTIONS ABOUT THE PAYMENTS?

[INFORMED CONSENT]

IF YOU FEEL YOU HAVE A GOOD IDEA ABOUT THE STUDY AND WHAT WE WILL BE DOING, I NEED TO ASK YOU TO SIGN THIS [INFORMED CONSENT] FORM SAYING YOU AGREE TO PARTICIPATE IN THE STUDY. IF YOU COULD PLEASE TAKE A MINUTE TO READ THIS [or you can read it to the parent if he/she prefers] AND SIGN TWO COPIES. ONE IS FOR US AND ONE IS FOR YOU TO KEEP. IF YOU HAVE ANY QUESTIONS AFTER YOU READ THE FORM, I'LL BE GLAD TO TRY TO ANSWER THEM.

[Keep one signed copy in the families folder.]

IS YOUR CHILD CURRENTLY RECEIVING ANY HELP FROM ANYONE BESIDES YOUR FAMILY?

[If no, jump to Family Measures Section. If yes, proceed.]

[RELEASE FORMS]

WE WOULD LIKE TO ASK YOU IF WE CAN GET COPIES OF ANY TESTS OR REPORTS THAT HAVE BEEN DONE ON [CHILD'S NAME]. WE ALSO WOULD LIKE TO REQUEST A COPY OF [CHILD'S NAME]'S MOST RECENT [IFSP OR IEP]. IF THIS IS OK, COULD YOU PLEASE SIGN SOME RELEASE FORMS SO WE CAN OBTAIN THIS INFORMATION. THE INFORMATION WILL HELP US HAVE A BETTER UNDERSTANDING OF HOW YOUR CHILD HAS BEEN PROGRESSING AND GIVE US A

BETTER IDEA ABOUT WHY HE/SHE IS RECEIVING [EARLY INTERVENTION OR PRESCHOOL] SERVICES.

WHO HAS CONDUCTED ANY [DEVELOPMENTAL] TESTS ON [CHILD'S NAME] SINCE HE/SHE WAS BORN? [Hospital? Diagnostic Clinic? Early Intervention Program? Preschool Program?] WHAT ARE THE NAMES (and addresses if the parent knows) OF THE PROGRAMS WHO DID THE TESTS?

WHAT IS THE NAME OF THE [EARLY INTERVENTION OR PRESCHOOL] PROGRAM THAT PROVIDES YOUR CHILD SERVICES?

> [Record names and addresses separately on each release form. Have the parent sign each release form. Return to Puckett Institute Asheville office for processing.]

THANK YOU FOR AGREEING TO ALLOW US TO LOOK AT THESE REPORTS.

[FAMILY MEASURES]

> [Begin administering the Family Background Questionnaire and AEQ during the initial visit and complete during the second visit to the family if necessary.]

I'D LIKE TO GET STARTED BY TALKING TO YOU ABOUT YOUR CHILD(REN) AND FAMILY.

[SCHEDULING NEXT VISIT]

EVERYTHING YOU HAVE SHARED WITH ME TODAY HAS GIVEN US A GOOD START WITH THE STUDY. IS THERE ANYTHING ELSE YOU WANT TO SHARE WITH ME OR ASK ME BEFORE WE SCHEDULE A TIME FOR ME TO COME BACK AND VISIT AGAIN?

[After any questions have been answered, schedule the next visit. Leave a "reminder card" with the date, day, and time for the next visit.]

Orelena Hawks Puckett Institute
Asheville, NC

CARTA DE CONSENTIMIENTO

Yo, entiendo que el propósito de este estudio es el de aprender como aumentar las oportunidades de aprender el idioma Ingles para los niños, y utilizar el interes que mi hijo (a) pueda tener para identificar esas oportunidades de aprendizaje.

Yo, entiendo que el proyecto asignará a un miembro de su equipo el cual trabajará con mi familia una vez por semana por un periodo de cinco (5) meses, y durante sus visitas dicha persona estará conduciendo entrevistas con mí persona, haciéndome preguntas sobre mi hijo (a) y el resto de la familia. Obteniendo información relacionada con el desarrollo de mi hijo (a), me hará contestar questionarios ó preguntas y me pedirá que observe a mi hijo(a) y al resto de mi família, como parte de las actividades que contibuyen al aprendizaje de mi hijo(a).

Yo, entiendo que mi participación en este estudio es totalmente voluntaria, y que puedo cancelar mi consentimiento a participar en cualquier momento. Además, tambien entiendo que toda la información que yo suministre es confidencial, y nadie más que aquellos relacionados con el estudio tendrán acceso a dicha información. Tambien entiendo que dicha informacion será codificada con el propósito de proteger la identidad de mí família en todo momento.

Yo, entiendo que al finalizar las entervistas del estudio, las escalas, y las observaciones, se me remunerará a razón de Veinteicinco ($25.00) Dólares por mes, para un total de Ciento Veinteicinco ($125.00) Dólares.

Este estudio se me ha explicado a mi satisfación así como se me han contestado todas mís preguntas tambien a mi satisfacción. Además, entiendo que yo puedo hacer cualquier pegunta sobre el estudio y todas y cada una de mis preguntas deberán ser contestadas a mi entera satisfacción.

Yo, he leído ó se me ha leído este formulario y mi firma abajo rgistrada da fé de mi decisión de participar en dicho estúdio.

FIRMA ____________________ **FECHA** ____________________

TESTIGO ____________________ **FECHA** ____________________

18A Regent Park Boulevard Asheville, NC. 28806 ~ 828.255.0470 ~ Fax 828. 255. 9035
www.puckett.org

Orelena Hawks Puckett Institute
Asheville, NC

CONSENTIMIENTO PARA ENTREGAR INFORMACION DE DIAGNOSTICOS Y EVALUACIONES

Yo, ____________________ (nombre de uno de los Padres) por medio de la presente autorizo a que se le entregue a Oreleana Hawks Puckett Instutute, los diagnósticos y evaluaciónes de mi hijo (a) ____________________________ (nombre del niño).

Estos incluyen, todas las pruebas de diagnósticos y evaluaciones, las evaluaciones psicológicas, de lenguaje, ocupacionales, fisicas y de educación especial.

Yo, entiendo que toda esta información será utilizada para propósitos descriptivos unicamente como parte de mi participación en el estudio que el Instituto lleva a cabo, y que toda la información se mantendrá bajo estricta confidencialidad y además será codificada con el propósito de proteger la identidad de mi familia.

Este consentimiento se me ha explicado y yo entiendo la naturaleza y el alcance del contenido a ser entregado, la nececidad de la información y que la confidencialidad sera protegida.

Por medio de la presente doy fé de que este consentimiento es totalmente voluntario y válido. Yo, estoy de acuerdo en que esta autorización para entregar records ó información se mantendrá en efecto por la duración de la investigación que se esta llevando a cabo, aproximadamente unos Seis (6) meses a partir de la fecha que acompaña a mi firma en este formulario.

____
Firma (Padre o Madre)

____
Fecha

____
Firma (Testigo)

____
Fecha

Mi Hijo (a) fue evulado o examinado en ____________________(nombre del programa)

El cual esta ubicado en ____

Orelena Hawks Puckett Institute

Asheville, NC • Morganton, NC

FORMULARIO DE PAGO PARA LOS PADRES

Yo, entiendo que se me remunerará con Ciento Veinteicinco ($125.00) Dolares por mi participación en el denominado "Latino Project" (Proyecto Latino). El pago se me hará por haber conducido una serie de intervenciones con mi hijo (a) y por haber completado una serie de entrevistas, observaciones y escalas que previamente se me han explicado.

Por favor emitir el cheque a:

Nombre______________________________________

Direccion_____________________________________

Ciudad---------------Estado-------------Codigo Postal-----

Firma______________________________________

189 E. Chestnut St., Asheville, NC 28801 • 828.255.0470 FAX 828.255.9035
www.puckett.org

Orelena Hawks Puckett Institute Asheville, NC

CONSENTIMIENTO PARA ENTREGAR DOCUMENTOS IFSP/IEP

Yo, ________________________(nombre del Padre o Madre) por medio de la presente autorizo a que se le entregue a Orlena Hawks Puckett Institute los más recientes documentos IFSP/IEP (las siglas significan, Plan familiar Individualizado/Plan de Evaluacion Individual)

Los documentos IFSP/IEP deberán ser entregados en su totalidad, incluyendo las hojas de objetivos y actividades. Yo, entiendo que esta información sera utilizada como parte de mi participación en el estudio y que toda la información se mantendrá bajo estricta confidencialidad y será codificada con el propósito de proteger la identidad de mi familia.

Este consentimiento se me ha explicado, y yo entiendo la naturaleza y alcance del contenido a ser entregado, la necesidad de la información y que mi confidencialidad será protegida. Por medio de la presente doy fé de que este consentimiento es tolamente voluntario y válido. Yo, estoy de acuerdo en que esta autorización para entregar records o información se mantendrá vigente por la duración de la investigación que se lleva a cabo, aproximadamente unos Seis (6) meses.

Firma____________________(Padre o Madre) Fecha__________________

Firma____________________(Tetigo) Fecha__________________

Orelena Hawks Puckett Institute
Asheville, NC

RELEASE OF INFORMATION

TO:

FROM: Carol Trivette , Ph.D

DATE:

RE: Release of Information.

FOR:

BY:

The above named child and parent/guardian are enrolled in a project being conducted by Orelena Hawks Puckett Institute Early Intervention research Project for Latino families. The parent/guardian has authorized the release of all diagnostic and assessment reports, and psychological, speech, occupational, physical, and special education assessments to the Institute. The signed release form is enclosed.

These reports should be mailed to:

Carol Trivette, Ph.D.
Orelena Hawks Puckett Institute
128 S. Sterling St. PO Box 2277.
Morganton, NC 28680.

For your convenience, I have enclosed a self-addressed envelope for mailing the diagnostic and assessment reports. I would appreciate your response at the earliest possible time. Thank you for your assistance with this request.

18A Regent Park Boulevard Asheville, NC. 28806 ~ 828.255.0470 ~ Fax 828. 255. 9035
www.puckett.org

Orelena Hawks Puckett Institute
Asheville, NC

CASH RECEIPT

I ______________________________ have received from the Puckett Institute (Rosana Romero) the amount of $25.00 dollars in cash, as a contribution for my participation in the "Latino Proyect" study.

Signature: ________________________________

Date: ______________

Yo ______________________________ he recibido del "Puckett Institute" la cantidad de $25.00 dólares in efectivo como contribución por mi participación en el estudio "Latino Proyect"

Firma: ______________________________________

Fecha: _____________

Running Head: FAMILY QUESTIONNAIRE

Alternative Early Intervention Service Delivery Models for Latino Families Whose Children are English Language Learners

FAMILY BACKGROUND QUESTIONNAIRE

Routine-Based Study

Revised Version

February 9, 2000

Family Background Questionnaire

[Introduction to Interviewer]

[This questionnaire asks parents for background information about themselves, their children, and other family members. The information is needed for descriptive purposes and for ascertaining the relationship between different background variables and the activity setting and outcome variables. The questionnaire should be administered in as informal a way as possible. Some questions you will be able to answer based on your ongoing interactions with the family. This can be recorded on the Family Background Questionnaire Code Sheet, and the family asked only to confirm the response.]

[INTRODUCTION FOR PARENT/FAMILY MEMBER]

I'D LIKE TO ASK YOU SOME QUESTIONS ABOUT YOURSELF AND YOUR FAMILY SO THAT WE CAN ACCURATELY DESCRIBE YOUR FAMILY'S UNIQUE CHARACTERISTICS. THIS IS IMPORTANT FOR COMMUNICATING ABOUT THE FAMILIES WHO PARTICIPATE IN OUR STUDY. AS I HAVE SAID BEFORE, THE INFORMATION YOU SHARE WITH ME IS CONFIDENTIAL, AND NO ONE OTHER THAN OUR RESEARCH STAFF WILL BE ALLOWED TO SEE THE INFORMATION. ALSO, I WANT TO REASSURE YOU THAT ALL THE INFORMATION WILL BE CODED IN A WAY THAT PROTECTS YOUR FAMILY'S IDENTITY. SOME QUESTIONS MAY SEEM A LITTLE PERSONAL, BUT THE INFORMATION IS HELPFUL TO US TO BE SURE WE HAVE AS COMPLETE AN UNDERSTANDING AS POSSIBLE ABOUT YOUR FAMILY BACKGROUND AND SITUATION.

[Parent Background Characteristics]

I'D LIKE TO BEGIN BY ASKING YOU SOME QUESTIONS ABOUT YOURSELF [AND YOUR SPOUSE OR PARTNER] (if applicable).

1. What is your birthdate?
2. Are you married, living with a partner/mate, divorced, separated, widowed, or single?
3. (If married or living with partner/mate), what is your partner's birthdate?
4. How many years of school have you completed from kindergarten to 12th grade? How many year of school have you completed after 12th grade? (If applicable), what degree(s) have you received? In what field(s)? What do you consider your profession (even if you are not currently working)? (If the respondent describes a profession and you are not sure what it is, ask): Exactly what does a [profession] do?
5. (If applicable), how many years of school has your partner completed from kindergarten to 12th grade? How many years of school has your partner completed after 12th grade? What degree(s) has your partner received? In what field(s)? What does your partner consider his/her profession (even if he/she is not currently working)? (If the respondent describes a profession and you are not sure what it is, ask): Exactly what does a [profession] do?
6. Do you have paid employment either inside or outside the home? (If yes), how many hours per week? What shift? What kind of job/position do you have? Tell me about what you do in your job? (If the respondent describes a job and you are not sure what it is, ask): Exactly what does a [job] do?
7. (If applicable), does your partner have paid employment either inside or outside the home? (If yes), how many hours per week? What shift? What kind of job/position does your

partner have? Tell me about what your partner does in his/her job? (If the respondent describes a job and you are not sure what it is, ask): Exactly what does a [job] do?

[Household Membership]

NEXT I'D LIKE TO ASK YOU A COUPLE OF QUESTIONS ABOUT OTHER MEMBERS OF YOUR HOUSEHOLD, INCLUDING YOUR CHILDREN.

1. Beside yourself and partner (if applicable), who else is part of your household? What are their relationships to you?
2. How much help are these people (including your partner, if applicable) in terms of: (a) taking care of the maintenance of your house/apartment, (b) taking care of your young child(ren), and (c) doing household chores. [Each of these questions should be rated by the parent as: ***Not at all, A little, Some, or A lot*** using the appropriate rating sheet form.]

[Child(ren's) Characteristics]

I'D LIKE TO CONTINUE ASKING YOU SOME QUESTIONS ABOUT YOUR CHILD[REN].

1. What is/are the birthdate(s) and age(s) of your child(ren)?
2. Which child is receiving early intervention (Part C) or preschool special education (Part B, 619) services?
3. What is the name of the program your child attends? Is it home-based, center-based, or a combination of the two? Other (specify)?
4. What were you told about (child's name) that made him/her eligible for services from this program? (What is the nature of the child's delay or disability?)

[Family Financial Resources]

FINALLY I'D LIKE TO ASK YOU SOME QUESTIONS ABOUT YOUR FAMILY'S FINANCIAL SITUATION. [Use the appropriate rating cards for the respondent to give his/her response.]

1. Thinking about expenses like rent, food, clothing, and other monthly bills, is the money available to support your family:

   A Not At All Adequate

   B A Little Adequate

   C Somewhat Adequate

   D Very Adequate

2. How much do you worry about your family's financial situation?

   A. Not At All

   B. A Little

   C. Some

   D. A Lot

3. How difficult has it been to pay your family bills lately?

   A. Very Difficult

   B. A Little Difficult

   C. Sometimes Difficult

   D. Not At All Difficult

4. How often in the past year were you not able to buy something for yourself or your children because you just couldn't afford it?

   A. Not At All

B. A Little

C. Some

D. A Lot

5. Which of the following best describes your family's financial situation:

A. Do Not Have Enough Money to Cover All Your Basic Expenses,

B. Have Just Enough Money to Make Ends Meet,

C. Have A Little Extra Money to Buy "Little Things",

D. Have Enough Money to Buy Bigger Things Like A TV, VCR, or Computer,

E. Have Enough Money to Save Some Every Month or Almost Every Month.

THANK YOU FOR TAKING THE TIME TO PROVIDE ME THIS INFORMATION

revised 1/28/00 - to

CUESTIONARIO DE ANTECEDENTES DE LA FAMILIA

[Introducción para el Padre/Miembro de la familia]

Este cuestionario les pregunta a los padres de familia información acerca de ellos mismos, de sus niños, y otros miembros de la familia. La información es necesaria para propósitos descriptivos y para determinar la relación entre las diferentes variables de los antecedentes y las actividades y las variables de los resultados. El cuestionario debe ser administrado en la forma más informal posible. Algunas de las preguntas tú las vas a poder contestar basadas en tus continuas interacciones con la familia. Esto se puede apuntar en el Family Background Questionnaire Code Sheet, y se le puede preguntar a la familia para confirmar las respuestas.

ME GUSTARIA HACERLE UNAS PREGUNTAS SOBRE USTED Y SU FAMILIA PARA PODER DESCRIBIR EN FORMA PRECISA LAS CARACTERISTICAS PROPIAS DE SU FAMILIA. ESTO ES IMPORTANTE PARA LA INFORMACION SOBRE LAS FAMILIAS QUE PARTICIPAN EN NUESTRO ESTUDIO. COMO YA LE HE DICHO ANTERIORMENTE LA INFORMACION QUE USTED COMPARTA CONMIGO ES CONFIDENCIAL Y NADIE MAS QUE LOS MIEMBROS DEL EQUIPO DE INVESTIGACION TENDRAN ACCESO A LA INFORMACION. ME GUSTARIA TAMBIEN REASEGURARLE QUE LA INFORMACION SERA CODIFICADA DE MODO QUE PROTEJA LA IDENTIDAD DE SU FAMILIA.

ALGUNAS PREGUNTAS PUEDEN PARECER UN POCO PERSONALES, PERO LA INFORMACION NOS SERA DE MUCHA AYUDA PARA ESTAR SEGUROS QUE TENEMOS EL MAS COMPLETO ENTENDIMIENTO POSIBLE SOBRE LOS ANTECEDENTES Y SITUACION DE SU FAMILIA.

Características de los Antecedentes de los Padres

ME GUSTARIA EMPEZAR HACIENDOLE ALGUNAS PREGUNTAS ACERCA DE USTED [y su esposa(o) o pareja] (si es el caso).

1. ¿Cuál es su fecha de nacimiento?
2. ¿Esta usted casado(a), conviviendo con su pareja, divorciado(a), separado(a), viudo(a), o soltero(a)?
3. (Si está casado(a), o viviendo con una pareja), ¿Cuál es la fecha de nacimiento de su pareja?
4. ¿Cuántos años de estudio ha completado desde el pre-kinder hasta 12? ¿Cuántos años de estudio ha completado después de 12? (Si es el caso) ¿Qué grado(s) de educación ha recibido?, ¿En qué campo o carrera(s)? ¿Qué considera usted como su profesión (aunque usted no este trabajando actualmente)? (Si la persona que le contesta le describe una profesión y usted no esta seguro de que profesión es, pregunte): ¿Qué hace un [profesión] exactamente?
5. (Si es el caso), Cuántos años de estudio ha completado su pareja desde el pre-kinder hasta 12? ¿Cuántos años de estudio ha completado su pareja después de 12?, (Si es el caso) ¿Qué grado(s) de educación ha recibido su pareja? ¿En qué campo(s) o carrera(s)? ¿Qué considera su pareja como su profesión (aunque él/ella no estén trabajando actualmente)? (Si la persona que le contesta le describe una profesión y usted no esta seguro de que profesión es, pregunte): ¿Qué hace un [profesión] exactamente?
6. ¿Trabaja usted dentro o fuera de la casa? (Si es así) ¿Cuántas horas a la semana?, ¿Qué turnos?, ¿Qué tipo de trabajo/posición tiene?, Cuénteme

sobre lo que hace en su trabajo.)? (Si la persona que le contesta le describe un trabajo y usted no esta seguro de que clase de trabajo es, pregunte): ¿Qué hace una persona que trabaja en [trabajo] exactamente?

7. (Si es el caso), ¿Su pareja trabaja dentro o fuera de la casa? (Si es sí) ¿Cuántas horas a la semana?, ¿Qué turnos?, ¿Qué tipo de trabajo/posición tiene?, Cuénteme sobre lo que hace en su trabajo. (Si la persona que le contesta le describe un trabajo y usted no esta seguro de que clase de trabajo es, pregunte): ¿Qué hace una persona que trabaja en [trabajo] exactamente?

8. ¿Está usted matriculada o tomando alguna clase en donde le enseñan Inglés? (por ejemplo Conexiones de Familia, Programa Flour, ESL). ¿Cuán a menudo va a la clase? ¿Cuánto tiempo duran las clases?

Miembros de la Familia

AHORA ME GUSTARIA HACERLE UNAS PREGUNTAS ACERCA DE LOS DEMAS MIEMBROS DE SU FAMILIA, INCLUYENDO A SUS NIÑOS.

1. Además de usted (y su pareja, si es el caso), ¿Quién más forma parte de su familia?, ¿Qué relación tiene con usted?

2. ¿Qué tanta ayuda le dan estas personas (incluyendo a su pareja, si es el caso) en cuanto a:

   (a) El cuidado de su casa/apartamento, (b) El cuidado de sus niños, y (c) Las tareas del hogar. [Cada una de estas preguntas debe ser contestada por los padres de la siguiente manera: **Para nada en absoluto, Algo, o Mucho,** usando la hoja apropiada de opciones.]

Características del Niño(s)

ME GUSTARIA CONTINUAR HACIÉNDOLE ALGUNAS PREGUNTAS ACERCA DE SU NIÑO(S).

1. ¿Cuál es la(s) edad(es) y fecha(s) de nacimiento de su(s) niño(s)?

2. ¿Cuál de los niños está recibiendo servicios de intervención temprana (Parte C)?

3. ¿Cuál es el nombre del programa al que su niño asiste? ¿Este se basa en servicios proveídos en el hogar, en el lugar/local del programa o es una combinación de ambos? ¿Otro (especifique)?

4. ¿Qué se le ha dicho acerca de (Nombre del niño) que lo(a) ha hecho elegible para este tipo de servicios que brindan estos programas? (¿Cuál es la naturaleza de impedimento del niño?)

5. ¿Está su niño matriculado o participando en algún programa donde le enseñan o le hablan en Inglés? (por ejemplo Early Head Start, grupo de juego, etc.) ¿Cuán a menudo asiste su niño esta clase? ¿Cuánto tiempo

4. ¿Con qué frecuencia, en el año pasado, usted no pudo comprar algo para usted o su niño(s), porque no le alcanzó el dinero?

   A. Para nada en Absoluto
   B. Muy Poco
   C. Algo
   D. Mucho

5. ¿Cuál de los siguientes enunciados describe mejor la situación financiera de su familia:

   A. No tiene suficiente dinero para cubrir sus gastos básicos.
   B. Tiene justo lo exacto para cubrir sus gastos.
   C. Tiene un poco de dinero extra para comprar "Cosas Pequeñas".
   D. Tiene suficiente dinero para comprar cosas más grandes como un televisor, VHS, o computadora, o
   E. Tiene suficiente dinero para ahorrar cada mes o casi cada mes.

GRACIAS POR TOMARSE EL TIEMPO DE PROVEERME ESTA INFORMACION

Revised 2/04/00 -ssc

Family Background Questionnaire

Code Sheet

Interviewer ______________________________ Date ______________

Interviewee ____

Site ____

Parent Background Characteristics

1. Respondent's Birthdate: ______________ Age: ____________(Years)

2. Respondent's Marital Status:

Married   Living with Partner   Divorced

Separated   Widowed   Single

3. Partner's Birthdate: ______________ Age: ____________(Years)

4. Respondent's Education: ________ (Years of Schooling)

Degree(s): ____

Field(s) of Study: ____

Profession: ____

5. Partner's Education: ________ (Years of Schooling)

Degree(s): ____

Field(s) of Study: ____

Profession: ____

6. Respondent's Work Status: Not Working   Part-Time   Full-Time

Hours Per Week: ____________ Shift: ______________________

Job/Occupation: ____

7. Partner's Work Status: Not Working Part-Time Full-Time

Hours Per Week: ____________ Shift: ____________

Job/Occupation: ____________

Household Membership

1. Household Members

Name	Relationship to Respondent

2. Help From Household Members With:

House/Apartment:	Not At All	A Little	Some	A Lot
Caring for Children:	Not At All	A Little	Some	A Lot
Household Chores:	Not At All	A Little	Some	A Lot

Child(ren)'s Characteristics

1. Children

Name	Birthdate	Age	Sex	Living in Household	
				Y	N
				Y	N
				Y	N
				Y	N
				Y	N

2. Name of Child(ren) Receiving Early Intervention or Preschool Services ______________________

____

3. Program Name ____

Home-Based Center-Based Combination Other (specify)

4. Child's Delay/Disability: ___________________________________

____

____

____

Family Financial Resources

1. Adequacy of Money Available to Support Family

A. Not At All B. A Little C. Somewhat D. Very

2. Worry About Family's Financial Situation:

A. Not At All B. A Little C. Some D. A Lot

3. Financial Difficulty:

A. Very B. A Little C. Sometimes D. Not At All

4. Not Able to Buy Something for Self or Children:

A. Not At All B. A Little C. Some D. A Lot

5. Family's Financial Situation:

A. Not Enough B. Just Enough C. Little Extra D. Expendable E. Savings

revised 12/9/99 – to

FIELD NOTES

Not At All	A Little	Some	A Lot

Not At All Adequate	A Little Adequate	Somewhat Adequate	Very Adequate

Very Difficult	A Little Difficult	Sometimes Difficult	Not At All Difficult

Do Not Have Enough Money to Cover All Your Basic Expenses	Have Just Enough Money to Make Ends Meet	Have A Little Extra Money to Buy "Little Things"	Have Enough Money to Buy Bigger Things Like a TV, VCR, or Computer	Have Enough Money to Save Some Every Month or Almost Every Month

No Mucho	Un Poco	Algo	Mucho
Not Much	A Little	Some	A Lot

Nunca	Un poco adecuado	Algo adecuado	Mucho adecuado

Muy dificil	Un poco dificil	A veces dificil	Nunca es dificil!

No tiene dinero suficiente para cubrir todos sus gastos básicos	A penas tiene dinero para cubrir las gastos básicos	Tiene un poquito de dinero extra para comprar cosas pequeñas.	Tiene dinero sufficiente para comprar cosas grandes como un televisor, una computadora o un VH	Tiene dinero suficiente para ahorrar algo cada mes o casi todos los meses.

Running Head: AEQ

Alternative Early Intervention Service Delivery Models for Latino Families Whose Children are English Language Learners

AEQ

Acculturation and Enculturation Questionnaire

Routine-Based Study

Revised Version

February 9, 2000

AEQ

Acculturation and Enculturation Questionnaire

[Introduction for Interviewer]

[This questionnaire asks parents a number of questions about their ethnic origins, preferences, and affiliations. The instrument consists of a series of questions that permit a determination of different aspects of both acculturation and enculturation. Acculturation is the process whereby the values, beliefs, and behaviors of different cultural groups become intermeshed, whereas enculturation is the process whereby an adult who is acculturated or has become assimilated comes to learn about and/or adopt the values, beliefs, and behaviors of the culture(s) of origin of that person's ancestors.]

[INTRODUCTION FOR PARENT/FAMILY MEMBER]

LET ME BEGIN BY TELLING YOU A LITTLE ABOUT THE QUESTIONS I'D LIKE TO ASK YOU TODAY. OUR COUNTRY IS QUITE DIVERSE AND IS MADE UP OF MANY DIFFERENT PEOPLES AND CULTURES. IT'S HELPFUL TO KNOW HOW PEOPLE FEEL ABOUT THEIR BACKGROUNDS SO WE HAVE A BETTER IDEA OF THEIR PERSPECTIVES AND THOUGHTS ABOUT THEIR HERITAGE AND ETHNICITY. I'D LIKE TO ASK YOU SOME QUESTIONS ABOUT YOUR CULTURAL BACKGROUND TO BE SURE I HAVE AN ACCURATE IDEA ABOUT HOW YOU THINK ABOUT YOUR ETHNICITY. LET ME REMIND YOU THAT ANYTHING YOU SHARE WITH ME IS CONFIDENTIAL AND WILL ONLY BE SEEN BY OUR RESEARCH STAFF.

[Record responses to the questions on the AEQ Scoring Form. Be careful to use the correct cards with different rating options for items asking the respondent to make a choice along a continuum of options.]

[Language Preference]

1. WHAT LANGUAGE(S) DO YOU SPEAK **A LITTLE, SOME,** OR **A LOT?**
2. WHAT LANGUAGE(S) DO YOU PREFER TO SPEAK?
3. WHAT WRITTEN FORMS OF THIS (THESE) LANGUAGE(S) CAN YOU READ **A LITTLE, SOME,** OR **A LOT?**
4. WHICH OF THESE LANGUAGE(S) ARE YOU ABLE TO WRITE **A LITTLE, SOME,** OR **A LOT?**
5. IN WHAT LANGUAGE(S) DO YOU THINK?

[Cultural Identity]

1. THINKING ABOUT YOUR ETHNIC BACKGROUND, HOW DO YOU IDENTIFY YOURSELF OR DESCRIBE YOURSELF TO OTHER PEOPLE? [Prompt for as specific an ethnic/racial group as possible.]
2. WHAT SUBGROUP OR RACIAL GROUP BEST DESCRIBES YOUR ETHNIC IDENTITY? [If the respondent answers Question 1, for example, by saying Latino or Hispanic, elicit whether the person is Puerto Rican, Cuban, Mexican, etc.]
3. HOW IMPORTANT IS IT THAT OTHERS THINK ABOUT YOU OR SEE YOU IN THIS WAY? [The answer to this question should be rated as follows: **Not at all important, A little important, Somewhat important,** or **Very important**]
4. WHICH ETHNIC IDENTIFICATION DOES (DID) YOUR MOTHER USE?
5. WHICH ETHNIC IDENTIFICATION DOES (DID) YOUR FATHER USE?

[Cultural Affinity]

[Each of the following questions should be rated as follows: **Not much, A little, Some, or A lot.**]

1. HOW MUCH DO YOU KNOW ABOUT YOUR (CULTURAL IDENTITY AS IDENTIFIED ABOVE) BACKGROUND AND HERITAGE?
2. HOW MUCH TIME ARE YOU ABLE TO SPEND LEARNING OR STUDYING ABOUT YOUR CULTURAL BACKGROUND AND HERITAGE?
3. HOW OFTEN ARE YOU ABLE TO TALK TO YOUR FAMILY, ELDERS, OR RELATIVES ABOUT YOUR CULTURAL BACKGROUND AND HERITAGE?

[Cultural Pride]

[Each of the following questions should be rated as follows: **Not much, A little, Some, or A lot.**]

1. HOW MEANINGFUL OR IMPORTANT DO YOU CONSIDER THE ACCOMPLISHMENTS AND CONTRIBUTIONS OF PEOPLE FROM YOUR (CULTURAL IDENTITY AS IDENTIFIED ABOVE) BACKGROUND?
2. HOW IMPORTANT IS IT FOR YOU TO MAINTAIN THE BELIEFS AND PRACTICES THAT ARE MOST ASSOCIATED WITH YOUR (CULTURAL IDENTITY AS IDENTIFIED ABOVE) BACKGROUND?
3. HOW IMPORTANT IS IT FOR YOU TO SHARE THE BELIEFS AND PRACTICES OF YOUR CULTURAL BACKGROUND WITH PEOPLE FROM DIFFERENT CULTURAL BACKGROUNDS? WITH YOUR OWN CHILDREN?

[Affiliate Behavior/Preferences]

1. WHAT WERE THE ETHNIC BACKGROUNDS OF THE FRIENDS AND PEERS YOU HAD GROWING UP?
2. WHAT ARE THE ETHNIC BACKGROUNDS OF THE PEOPLE WITH WHOM YOU NOW ASSOCIATE WHEN YOU WANT TO RELAX OR HAVE FUN?
3. WHAT ARE THE ETHNIC BACKGROUNDS OF THE PEOPLE WITH WHOM YOU NOW ASSOCIATE AT SCHOOL OR WORK?
4. WHAT ARE THE ETHNIC BACKGROUNDS OF THE PEOPLE WITH WHOM YOU NOW ASSOCIATE AT RELIGIOUS OR SPIRITUAL GATHERINGS?

[Place of Origin]

[Place of origin refers to the respondent's ancestors' country. It is important that you "go back in the family's history" as far as necessary to establish country of origin.]

1. WHERE WERE YOU BORN?
2. WHERE WERE YOU RAISED?
3. BEGINNING WHEN YOU WERE A CHILD, WHERE HAVE YOU LIVED AND HOW LONG DID YOU LIVE IN EACH PLACE? (Record number of years lived in each place.)
4. WHERE WERE YOUR MOTHER AND FATHER BORN AND RAISED?
5. THINKING ABOUT YOUR ETHNIC BACKGROUND AND THAT OF YOUR PARENTS, WHAT DO YOU CONSIDER YOUR FAMILY'S COUNTRY OF ORIGIN (OR TRIBAL LAND) EVEN IF YOU OR YOUR FAMILY HAVE NEVER LIVED OR BEEN THERE?

6. GOING BACK IN TIME AS FAR AS POSSIBLE, WHICH COUNTRY (OR TRIBAL LAND) ARE YOUR FAMILY'S ANCESTORS FROM?

7a. DO YOU HAVE CONTACT IN THE U.S. WITH PEOPLE FROM YOUR FAMILY'S PLACE (COUNTRY) OR ORIGIN? DID YOU KNOW THESE PEOPLE IN YOUR COUNTRY OF ORIGIN OR DID YOU MEET THESE PEOPLE IN THE U.S.?

7b.DO YOU HAVE ANY CONTACT WITH PEOPLE IN YOUR FAMILY'S PLACE (COUNTRY) OF ORIGIN?

8. (If the answers to either part of question 7 is yes), HOW OFTEN AND IN WHAT WAYS DO YOU HAVE CONTACT WITH THESE PEOPLE? FACE-TO-FACE? LETTERS? PHONE CALLS? TRIPS TO COUNTRY OF ORIGIN? [Record type and frequency (weekly, monthly, times per year, etc.) of contact for each.]

[Other Information]

IS THERE ANYTHING ELSE YOU CAN TELL ME ABOUT YOUR ETHNICITY AND CULTURE THAT YOU THINK WOULD BE HELPFUL FOR ME TO KNOW?

THANK YOU SO MUCH FOR TAKING
THE TIME TO TALK TO ME
ABOUT YOUR HERITAGE

revised 1/21/00 - to

AEQ (CAE)

Cuestionario de Aculturación y "Enculturación"

[Introducción para el Entrevistador]

[Este cuestionario le hace a los padres un número de preguntas acerca de sus orígenes étnicos, preferencias y afiliaciones. El instrumento consiste en una serie de preguntas que permite una determinación de los diferentes aspectos de aculturación y "enculturación". Aculturación, es el proceso por el cual los valores, creencias y comportamientos de los diferentes grupos culturales se combinan, mientras que "enculturación", es el proceso por el cual una persona que es aculturada o ha asimilado viene a, aprender acerca y/o adoptar, los valores, creencias y comportamientos de la cultura(s) de origen de sus ancestros.]

[Introducción para el Padre/Miembro de familia]

DEJEME EMPEZAR HABLANDOLE UN POCO ACERCA DE LAS PREGUNTAS QUE ME GUSTARIA HACERLE HOY. ESTE PAIS ES MUY DIVERSO Y ESTA CONFORMADO POR MUCHAS PERSONAS Y CULTURAS DISTINTAS. EL SABER COMO SE SIENTEN LAS PERSONAS ACERCA DE SU ORIGEN, NOS SIRVE DE MUCHA AYUDA PARA TENER UNA MEJOR IDEA DE SUS PERSPECTIVAS Y PENSAMIENTOS SOBRE SU HERENCIA CULTURAL Y ETNICIDAD. ME GUSTARIA HACERLE UNAS PREGUNTAS SOBRE SU ORIGEN CULTURAL PARA ESTAR SEGURO(A) DE QUE TENGO UNA IDEA PRESCISA SOBRE COMO PIENSA USTED ACERCA DE SU ETNICIDAD. DEJEME RECORDARLE QUE CUALQUIER COSA QUE COMPARTA CONMIGO ES CONFIDENCIAL Y SOLAMENTE SERA VISTA POR EL PERSONAL DE INVESTIGACION.

[Registre las respuestas a las preguntas en el formulario de AEQ. Tenga cuidado en usar las tarjetas correctas con las distintas opciones cuando se le pide a la persona que responde, que haga una elección continúa de opciones.]

Preferencia de Idioma

1. ¿QUE IDIOMAS HABLA, **UN POCO, ALGO,** O **MUCHO**?
2. ¿QUE IDIOMA PREFIERE HABLAR?
3. ¿QUE IDIOMAS PUEDE LEER, **UN POCO, ALGO,** O **MUCHO**?
4. ¿CUAL DE ESTOS IDIOMAS PUEDE USTED ESCRIBIR, **UN POCO, ALGO,** O **MUCHO**?
5. ¿EN QUE IDIOMA(S) PIENSA?

Identidad Cultural

1. PENSANDO EN SU ORIGEN CULTURAL, ¿COMO SE IDENTIFICA O DESCRIBE USTED ANTE OTRAS PERSONAS?
2. ¿QUE SUBGRUPO O GRUPO RACIAL DESCRIBE MEJOR SU IDENTIDAD ETNICA?

   [Si la persona responde la pregunta número 1, por ejemplo, diciendo que es Latino o Hispano, pregunte si esta persona es Puertorriqueña, cubana, mejicana, etc. De igual manera, si la persona responde que es indio americano, pregunte de que tribu o nación es]
3. ¿CUAN IMPORTANTE ES PARA USTED QUE OTROS LO VEAN DE ESTE MODO?

   [La respuesta a esta pregunta debe ser contestada como sigue: **Para nada Importante, Un Poco Importante, Algo Más Importante** y **Muy Importante**.]
4. ¿QUE IDENTIFICACION ETNICA USA (USO) SU MADRE?
5. ¿ QUE IDENTIFICACION ETNICA USA (USO) SU PADRE?

Afinidad Cultural

[Cada una de las siguientes preguntas debe ser clasificada como: **No Mucho, Un Poco, Algo** o **Mucho**.]

1. ¿CUANTO SABE USTED SOBRE SU (IDENTIDAD CULTURAL IDENTIFICADA ANTERIORMENTE) ORIGEN Y HERENCIA CULTURAL?
2. ¿CUANTO TIEMPO DISPONIBLE TIENE USTED PARA DEDICARSE A APRENDER O (ESTUDIAR) ACERCA DE SU HERENCIA Y ORIGEN CULTURAL?
3. ¿CUAN AMENUDO PUEDE USTED HABLAR/CONVERSAR CON SU FAMILIA, MAYORES O FAMILIARES SOBRE SU HERENCIA Y ORIGEN CULTURAL?

Orgullo Cultural

[Cada una de las siguientes preguntas debe ser contestada como: **No Mucho, Un Poco, Algo** o **Mucho**.]

1. ¿CUAN SIGNIFICATIVO CONSIDERA USTED LOS LOGROS Y CONTRIBUCIONES DE LAS PERSONAS DE SU ORIGEN CULTURAL (IDENTIDAD CULTURAL IDENTIFICADA ANTERIORMENTE?
2. ¿CUAN IMPORTANTE ES PARA USTED MANTENER LAS CREENCIAS Y PRACTICAS DE SU ORIGEN CULTURAL (IDENTIDAD CULTURAL IDENTIFICADA ANTERIORMENTE?
3. ¿CUAN IMPORTANTE ES PARA USTED COMPARTIR LAS CREENCIAS Y PRACTICAS DE SU ORIGEN CULTURAL CON PERSONAS DE DIFERENTE ORIGEN CULTURAL?

Comportamientos/Preferencias Afiliadas

1. ¿CUALES SON LOS ORIGENES CULTURALES DE SUS AMIGOS Y COMPAÑEROS CON LOS QUE USTED CRECIO?
2. ¿CUALES SON LOS ORIGENES ETNICOS DE LAS PERSONAS CON LAS QUE USTED SE RELACIONA CUANDO USTED SE RELAJA O SE DIVIERTE?
3. ¿CUALES SON LOS ORIGENES ETNICOS DE LAS PERSONAS CON LAS QUE USTED SE RELACIONA AHORA EN LA ESCUELA O TRABAJO?
4. ¿CUALES SON LOS ORIGENES ETNICOS DE LAS PERSONAS CON LAS QUE USTED SE ASOCIA AHORA EN REUNIONES RELIGIOSAS O ESPIRITUALES?

Lugar de Origen

[Lugar de origen se refiere al país de los ancestros de la persona que responde. Es muy importante que usted "pregunte lo más que pueda acerca de la historia de la familia " para poder establecer el país de origen.]

1. ¿DONDE NACIO USTED?
2. ¿DONDE FUE CRIADO?
3. ¿PENSANDO DESDE SU NIÑEZ, EN DONDE Y POR CUANTO TIEMPO HA VIVIDO USTED EN CADA SITIO? (Escriba el número de años que ha vivido en cada sitio)
4. ¿DONDE NACIERON Y CRECIERON SUS PADRES?
5. ¿PENSANDO EN SU ORIGEN HISPANO Y EN EL DE SU FAMILIA, CUAL CREE USTED QUE ES EL PAIS DE ORIGEN DE SU FAMILIA, AUNQUE USTED O SU FAMILIA NUNCA HAN VIVIDO O ESTADO AHI?

6. ¿PENSANDO EN LAS GENERACIONES ANTERIORES, DE QUE PAIS SON LOS ANCESTROS DE SU FAMILIA?

7. (a)¿QUE CONTACTO HA TENIDO USTED CON PERSONAS DEL LUGAR/CIUDAD DE SU FAMILIA O LUGAR DE ORIGEN EN LOS ESTADOS UNIDOS? (b)¿CONTACTO CON LAS PERSONAS EN ESE PAIS?

8. (Si hay alguna respuesta si en la pregunta número 7) ¿QUE TAN SEGUIDO Y EN QUE FORMAS TIENE USTED CONTACTO CON ESAS PERSONAS? ¿CARA A CARA? ¿CARTAS? ¿LLAMADAS POR TELEFONO? [Escriba el tipo y frecuencia (semanal, mensual, veces por año, etc.) de cada contacto.]

Otra Información

¿HAY ALGUNA OTRA COSA QUE ME PUEDA DECIR ACERCA DE SU CULTURA Y ETNICIDAD QUE USTED PIENSA ME SERIA DE AYUDA SABER?

MUCHAS GRACIAS POR TOMARSE

EL TIEMPO DE CONTARME

SOBRE SU HERENCIA CULTURAL

Revised 1/25/99 SSC

AEQ

(Acculturation and Enculturation Questionnaire)

Scoring Form

Interviewer ______________________ Date ______________

Parent's Name ____________________ Child's Name ____________

State ____

LANGUAGE PREFERENCE

1. Languages spoken

   A. ____________________ **A Little** **Some** **A Lot**

   B. ____________________ **A Little** **Some** **A Lot**

   C. ____________________ **A Little** **Some** **A Lot**

2. Preferred language is ______________________.

3. Languages read

   A. ____________________ **A Little** **Some** **A Lot**

   B. ____________________ **A Little** **Some** **A Lot**

   C. ____________________ **A Little** **Some** **A Lot**

4. Languages written

   A. ____________________ **A Little** **Some** **A Lot**

   B. ____________________ **A Little** **Some** **A Lot**

   C. ____________________ **A Little** **Some** **A Lot**

5. Language(s) used for thinking is/are __________________________.

CULTURAL IDENTITY

1. Ethnic Identity is ____.

2. Subgroup is ____.

3. Projected Image

Not At All Important	**A Little Important**	**Somewhat Important**	**Very Important**

4. Mother's Ethnic Identification is/was _____________________________.

5. Father's Ethnic Identification is/was _____________________________.

CULTURAL AFFINITY

1. Knowledge	**Not Much**	**A Little**	**Some**	**A Lot**
2. Information Seeking (1)	**Not Much**	**A Little**	**Some**	**A Lot**
3. Information Seeking (2)	**Not Much**	**A Little**	**Some**	**A Lot**

CULTURAL PRIDE

1. Meaningfulness	**Not Much**	**A Little**	**Some**	**A Lot**
2. Maintaining Identity	**Not Much**	**A Little**	**Some**	**A Lot**
3a. Sharing With Others	**Not Much**	**A Little**	**Some**	**A Lot**
3b. Sharing With Own Children	**Not Much**	**A Little**	**Some**	**A Lot**

AFFILIATE BEHAVIOR/PREFERENCES

1. Ethnicity of peers/friends growing up:

A. ______________________________

B. ______________________________

C. ______________________________

2. Ethnicity of peers/friends when relaxing or having fun:

A. ______________________________

B. ______________________________

C. ______________________________

3. Ethnicity of peers/friends at work or school:

A. ______________________________

B. ______________________________

C. ______________________________

4. Ethnicity of peers/friends at religious or spiritual gatherings:

A. ______________________________

B. ______________________________

C. ______________________________

PLACE OF ORIGIN

1. Place of Birth: ______________________________

2. Place(s) of Rearing: ______________________________

3. Places Lived:

A. ______________________________ Years: __________

B. ______________________________ Years: __________

C. ______________________________ Years: __________

4. Where Were Your Mother and Father Born and Raised?

Mother ______________________________

Father ______________________________

5. Country of Origin ______________________________

6. Family's Ancestors' Country of Origin ______________________________

7a. Contact with People from Family's Place/Country of Origin in U.S. Yes No

Knew in Family's Place/Country of Origin. Yes No

7b. Contact with People In that Country? Yes No

8. Type and Frequency of Contact

	In U.S.	Outside U.S.
Face-to-Face	__________	__________
Letters, e-mail	__________	__________
Telephone	__________	__________
Trips/Visits	__________	__________

FIELD NOTES

Real Choice Systems Change Project

"Promoting community inclusion for all people with disabilities throughout the life span"

APPLICATION FOR FUNDING

Background: In October 2002 a federal Real Choice Systems Change grant was awarded to the Connecticut Department of Social Services, and the A.J. Pappanikou Center was selected to administer the grant. There are two primary goals for this project:

1. To build the capacity within the State of Connecticut to support informed decision-making, independent living, and a meaningful quality of life for persons with disabilities across the life span.
2. To assist three communities in Connecticut to become models of support for opportunities and choices for persons with disabilities across the life span.

This project will collaborate with two other Systems Change grants: the Nursing Facilities Transition grant and the Connect-to-Work Project.

The Real Choice project will be working on two areas concurrently:

- Conducting a statewide assessment of the 169 towns in the state to determine the level of inclusion available in those communities.
- Selecting and further building capacity through technical and financial assistance in three specific communities (one rural/regional, one urban and one suburban community) which are already demonstrating good progress in this area.

Call for applicants: The Real Choice Systems Change project is seeking municipalities interested in being selected as a model community for the inclusion of persons with disabilities through the life span. Three model communities will be selected for this project. Successful applicants will receive funding, staff support in implementing their community inclusion plan, and collaborative support from state agencies serving persons with disabilities in their communities.

Funding availability: $25,000 per year for three years (a total of $75,000) will be awarded to each of three Connecticut municipalities. The funding period will be from **July 1, 2003 through September 30, 2005**.

Eligible applicants: Applications will be accepted from a representative of any municipality in Connecticut. Applications will be accepted from a consortium of towns that have a history of collaborative regional effort. When a regional application is submitted, a primary contact must be identified from one of the participating municipalities, and documentation of other collaborative efforts should be included with the application. Within large cities (e.g. Hartford, Bridgeport, New Haven) applicants may wish to submit an application that targets the inclusion of a particular subset of the community, (e.g. African-American, Hispanic).

Application Deadline: A completed application and three (3) copies are due in the project office **by 4:00 PM on April 18, 2003.**

Completed applications may be mailed or delivered to:
Chris Gaynor, Project Director
Real Choice Project
A. J. Pappanikou Center for Disabilities
University of Connecticut Health Center
MC6222, The Exchange, Suite 262
263 Farmington Avenue
Farmington, CT 06030

If you need assistance, or have any questions regarding the application please contact
Chris Gaynor (860) 679-1534

Applications must include the following:

1. **A completed cover sheet** (Attachment A) with appropriate contact information and signatures.

2. **A one page summary** of current inclusion initiatives in your community and your plan to enhance these efforts through participation in the Real Choice initiative.

3. **A description of your community and your community inclusion achievements to date.** (Use Attachment C- Community Inclusion Worksheet to guide this discussion)

4. **A list of Community Inclusion Task Force members**, a description of how the Task Force will be implemented and documentation of collaboration with these members. Members of the Task Force must include a representative from three of the following:

   - Municipality or town administration
   - Public school system
   - Public Transportation (if applicable)
   - Elderly/Social Services
   - Public Housing
   - At least one consumer organization that works directly with people with disabilities, e.g. physical, psychological, or cognitive.

Additionally, the task force must include members of the general public as well as representatives from some of the following: private providers, childcare, and community service organizations (Lions, Elks, Kiwanis, League of Women Voters, faith based organizations). There must also be a representative with a disability.

For each Task Force member, documentation of collaboration and willingness to serve on this project should be included. This documentation can be in the form of a letter of support/participation or a memorandum of agreement. Documentation of past collaborative efforts, including minutes of meetings, can also be attached.

5. **A description of the primary challenge(s) facing this community** in the development of an inclusive community for all persons with disabilities across the life span.

6. **A plan for using the funding and project support** to address the identified challenge(s), and a description of the ways in which the community inclusion capacity will be enhanced or developed as a result of participation in this project, including specific numbers that will be reached, programs that will be affected and improvements that will occur. Include a description of how the Community Inclusion task force will be involved in this project.

7. **A budget** using the attached form (Attachment B), and a budget narrative. Include any in-kind or matching funds that you may be able to provide to this project.

8. **The entire grant application, including cover sheet, narrative, supporting documentation, budget narrative and budget page, should not exceed twenty-five double spaced pages.**

General requirements: The applicant must demonstrate the following:

- A community wide commitment to inclusion of persons with disabilities across the life span in all facets of community life.
- The ability to work collaboratively with members of the community inclusion task force and Real Choice project staff.
- A willingness to participate in training offered by the Real Choice project to enhance community inclusion.
- The ability to work in partnership with consumers, local and state agencies and service providers.

Award Process: All completed applications will be reviewed and scored by representatives of the Steering Committee for the Real Choice project. Successful applicants will be notified no later than **May 16, 2003**, with start up in **July, 2003.**

Definition of Community Inclusion *All discussion regarding community inclusion should reflect consideration of the following definition:*

Community inclusion is the opportunity for all citizens to become involved and valued members of the community in which they live. Community inclusion is as important for people with disabilities as it is for the rest of the citizens of a community, as people with disabilities share the right of all citizens to participate in all aspects of community life. An inclusive community is one that minimizes or eliminates barriers to full participation. Persons with disabilities may need additional supports from the community in advising them about what is available and accessible within their community. They also need to be given opportunities to try different places and experiences in order to use services, pursue interests and meet people who will assist them to be valued and included members of their community.

An inclusive community is therefore one that offers all the benefits of citizenship to all residents of that community throughout their lifespan. These include access to:

- Municipal buildings, voting and participation on councils, committees etc., and jobs within the city government
- Community services such as shops, doctors, hairdressers, etc.
- Affordable housing
- A transportation system
- Health care and allied health services
- Competitive employment opportunities
- Volunteer opportunities
- Child care services
- An inclusive education system
- Faith based or civic events, including social events
- Recreation opportunities within the community such as sporting events, cafes, markets, beaches, parks, theaters in which all can participate together.

Award Criteria

30 Points: Consistency with Principles. The activities, actions, events or projects described in this application are consistent with the following basic principles:

- **Lifespan:** The community demonstrates that the activities address the inclusion of persons with disabilities across the lifespan from infants through elderly persons.

- **Inclusion:** The community makes a consistent effort to include persons with disabilities as participants in the same activities and at the same locations as all other community members. Efforts are made to reach out to persons with disabilities and to encourage them to join or be fully included in the community activities with non-disabled neighbors.

- **Respect:** The community demonstrates a respectful attitude toward persons with disabilities. Efforts are made to limit and discourage discrimination, stereotyping, and negative attitudes or myths about disabilities and people who have a disability.

20 Points: Innovation. The degree to which any of the proposed initiatives represent innovative and creative ways to support and include persons with disabilities across the life span in all aspects of community life.

20 Points: Scope of Benefit. The degree to which persons with disabilities have benefited from the initiatives already in the community, and the degree to which persons with disabilities will benefit from the proposed project. This includes the number of persons affected and the extent to which the initiative will impact each of the following. (See the Community Inclusion Worksheet, Attachment C.)

20 Points: Collaboration. The degree to which the application reflects a documented collaborative effort and the degree to which the community has a demonstrated history of collaboration to promote full inclusion of persons with disabilities.

10 Points: Budget. The degree to which the community will use in-kind and matching funds to achieve the project outcomes, and the degree to which the proposal demonstrates the ability of the community to continue inclusion efforts beyond the project period.

Attachment A

Real Choice Systems Change Model Communities Project Proposal Cover Sheet

Municipality/consortium: ____________________

Contact Person: ____________________

Address: ____________________

____

Phone: (   ) ________________

Fax: (   ) ________________

E-mail: ____________________

FEIN: ____________________

Signature of Authorized Individual: ____________________

Title: ____________________

Date: ____________________

Attachment B

BUDGET

	A. Total Funds	B. Real Choice Project Funds	In-kind or matching funds
1. Personnel Services			
Position Hours/Week Hourly Rate Weeks/Year			
________	________	________	________
________	________	________	________
Subtotals	________	________	________
Fringe Benefits			
Fringe rates:________			
________	________	________	________
________	________	________	________
Subtotals	________	________	________
Total Personnel Services	________	________	________
2. Consultant Services			
Title Rate of Payment			
________	________	________	________
________	________	________	________
Total Consultant Services	________	________	________
3. Supplies			
________	________	________	________
________	________	________	________
Total Supplies	________	________	________
4. Equipment (list items)			
________	________	________	________
Total Equipment	________	________	________
5. Other Costs			
________	________	________	________
________	________	________	________
________	________	________	________
Total Other Costs	________	________	________
7. Total Amount	________	________	________

Attachment C

COMMUNITY INCLUSION WORKSHEET

Instructions: Use this worksheet to guide your narrative. Your application need not address all activities in all age areas. Document municipal efforts at inclusion of persons with disabilities. Provide supporting documentation where available.

	Early Childhood	School Age	Teenage/Young Adult	Adult	Elderly
Day care/respite (child and adult)					
School system					
Transition services					
Transportation					
Housing					
Health care					
Recreation					
Employment					
Social support networks					
Public attitudes and awareness					
Public access to stores, businesses and restaurants					
Participation in civic/religious activities					
Other					

Activity Setting Instruments

Family Activity Setting Log

Activity Setting Parent Rating Scale

Activity Setting Observation Scale

Running Head: FAMILY LOG

Alternative Early Intervention Service Delivery Models for Latino Families Whose Children are English Language Learners

FAMILY ACTIVITY SETTING LOG

Routine-Based Study

Revised Version

February 9, 2000

Family Activity Setting Log

The Family Activity Setting Log is used by a parent for recording child participation in activity settings, child engagement/persistence, child learning, and child enjoyment in activity settings. The activity settings selected by the parent as sources of learning opportunities (Activity Setting Interview Protocol) should be recorded in the left-hand column before each visit.

The procedures for completing the family log should be explained to the parent so that he/she fully understands the coding system of yes and no's. Give several examples of activity settings, and show the parent how to circle days having affirmative (yes) or negative (no) responses to the four Activity Setting log questions. IT IS EXTREMELY IMPORTANT THAT YOU EXPLAIN THAT YOU LEAVE THE THREE CHILD BEHAVIOR ITEMS BLANK FOR DAYS THAT A CHILD DID NOT PARTICIPATE IN AN ACTIVITY SETTING.

For the week in which the Family Activity Setting Log is first introduced, have the parent complete a log for the remaining days of the week, through Sunday. Every other log should be completed for Monday through Sunday.

RA______________________

State______________________

Family Activity Setting Log

Child's Name ______________________________________ Age ____________

Person Completing Form____

Month ____________________ Week of ______________________________

INSTRUCTIONS
PLEASE COMPLETE THIS FORM ONCE A DAY

Activity Setting

If your child participated in an activity, circle Yes (Y) for the day the activity happened, then INDICATE IF ANY OF THE OTHER THINGS BELOW HAPPENED. If the activity did not happen for your child, circle No (N) for that day. IF AN ACTIVITY DID NOT HAPPEN ON A PARTICULAR DAY, DO NOT ANSWER ANY OF THE QUESTIONS BELOW FOR THAT ACTIVITY.

Child Persistence

FOR EACH ACTIVITY THAT HAPPENED, indicate if your child worked hard or "stayed busy" by circling Yes (Y) on the day this occurred or circle No (N) if your child did not work hard or stay busy.

Child Language

If your child used English words in the activity setting, circle Yes (Y) the day this happened. If your child did not use English words, circle No (N) for that day.

Child Affect

If your child smiled, laughed, or otherwise enjoyed the activity, circle Yes (Y) on the day this happened. If your child did not enjoy the activity, circle No (N) for that day.

New Activities

If a new activity happened, record it at the bottom of the sheet and write in the behavior your child did. Use the (Yes) and (No) answering system above to tell us when and what happened.

Notes

Please make any notes you think would be helpful on the back page of the log.

Alternative Early Intervention Service Delivery Models for Latino Families Whose Children are English Language Learners

ACTIVITY SETTING OBSERVATION SCALE

Routine-Based Study

February 9, 2000

Activity Setting Observation Scale

This observation scale is used to measure different aspects of child, parent/child, and parent behavior in the context of specific activity settings. Throughout the intervention phase of the study, the child and parent are observed in at least five targeted activity settings (3 family and 2 community) every other week, and assessments made of six target behaviors (see Operational Definitions section below). The child and parent are observed in each activity setting as long as it takes to obtain 6 to 8 sets of ratings. Each activity setting observation consists of 30 seconds of observation, up to 30 seconds of recording, 30 seconds of observation, and so forth, until at least 6 but no more than 8 intervals are scored per activity setting.

Each behavior code is scored using the following rating scale:

0..........Not At All/None (No instances of behavior).

1..........Very Little (Less than three instances of the behavior OR less than 5 seconds engaged in the behavior).

2..........Some (About five instances of the behavior OR about half the time [15 seconds] engaged in the behavior).

3..........Almost All The Time (More than five instances of the behavior OR almost all the time engaged in the behavior).

Raters should focus on the 0, 1, and 3 ratings as the targets of their assessments. Not At All (0) ratings should be made when there is no instance of a behavior during a 30-second observation. In instances when a behavior occurs, the rater should judge whether it occurred Very Little (1) of the time or Almost All the Time (3), and make the appropriate entry. If the behavior occurred more than Very Little or less than Almost All The Time, the interval should be rated Some (2) of the time.

Any notes about the ratings or other information about an activity setting should be written on the scoring form in the FIELD NOTES section for that activity setting.

Operational Definitions

The definitions of the child, parent/child, and parent behaviors coded during the observation of each activity setting are as follows:

Child Behavior

Positive Affect. Smiling, laughter, vocalizations, excitement, animated expression, or any other behavior indicating positive child affect, pleasure, or enjoyment.

Negative Affect. Crying, fussing, screaming, agitation, or any other behavior indicating child distress, unhappiness, or negative child affect.

Engagement. Amount of time the child spent interacting with the environment, physical materials, or people in a developmentally appropriate and contextually appropriate manner. Engagement does not include attempts to interact with the Research Assistant or others outside the activity setting. Developmentally appropriate refers to the (developmental) age appropriateness of the child's behavior (Is the behavior appropriate for the child's developmental age?). Contextually appropriate refers to the manner in which the child's behavior "fits" the situation appropriately (Does the behavior "make sense" with regard to the situation?).

Parenting Styles

Responsiveness. Parent contingent physical, social, or verbal responsiveness to child's behavior. Responsiveness is characterized by noticing, acknowledging, and approving the child's actions but without any attempt to influence or direct the child's behavior. Responsiveness is typically manifested by parent smiling, vocalizing (e.g., commenting), touching, etc. in response to child's behavior.

Elaboration. Parent attempts to both maintain ongoing child interaction and modify, change, and facilitate elaborations in the child's behavior and actions already the focus of the child's attention. Elaborations are characterized by caregiver efforts to produce variations in child behavior without diverting child attention away from the child's interactions with people,

objects, or other aspects of the social or nonsocial environment. Elaboration is typically manifested by parent verbal (i.e., "See what the toy does") and nonverbal (demonstrating) behavior.

Directiveness. Parent orders, demands, instructs, tells, physically manipulates or otherwise directs the child to perform a behavior. Directiveness is characterized by parent requests, commands, and other attempts to control or direct the behavior of the child. Directiveness may be manifested by physically manipulating the child to do something, verbal and non-verbal directives, and efforts to "teach or instruct" the child to do adult desired behavior. Noncontingent stimulation such as shaking a rattle in front of the child, jostling the child, calling to the child etc., to get the child to attend or engage in a behavior also is coded as directiveness.

Parent Behavior

Positive Affect. Parent smiling, laughter, excitement, etc., in response to child behavior. Positive affect is coded in terms of the presence or absence of affective behavior rather than in terms of intensity. Positive affect also is not coded in terms of parent neutral affect, interest, or engagement with the child.

Appropriateness. Verbal or nonverbal parent behavior involving interactions with the child that is appropriate to the context of the observation. Appropriateness is determined by the parent's ability to use behavior that "fits" the activity setting or the child's engagement in the activity setting (e.g., parental structuring of environmental opportunities, efforts to engage his/her child in the activity, verbal comments about the expected consequences of his/her actions, etc.). Appropriateness is judged regardless of the consequence (effectiveness) of parent behavior.

Effectiveness. Parent ability to engage the child in an activity or to produce desired effects (engage his/her child, maintain the child's attention and engagement, produce behavior variation, make the child's participation possible, etc.). Effectiveness is assessed by the parent's

ability to get his/her child to engage in the activity setting or to produce contextually appropriate behavior. Effectiveness is not coded for a parent's passive observation of child engagement in an activity nor for extensive effort that doesn't produce the desired effects.

Activity Setting Observation Scale

Child's Name____________________ Date______________ Session__________

Parent's Name____________________ Rater______________ State__________

1. Activity Setting__________________________ Location ______________

People Present____

Behavior	Intervals							
	1	2	3	4	5	6	7	8
Child Positive Affect								
Child Negative Affect								
Child Engagement								
Parent Responsiveness								
Parent Elaborations								
Parent Directiveness								
Parent Positive Affect								
Parent Appropriateness								
Parent Effectiveness								

Field Notes

Running Head: PARENT RATING SCALE

Alternative Early Intervention Service Delivery Models for Latino Families Whose Children are English Language Learners

ACTIVITY SETTING PARENT RATING SCALE

Routine-Based Study

Revised Version

February 9, 2000

Activity Setting Parent Rating Scale

[The Activity Setting Parent Rating Scale is an investigator administered scale completed by interviewing a parent respondent about the target activity settings for his/her child. Ratings are made for the individual activity settings identified by a parent as the sources of learning opportunities and different child and parent behavior associated with participation in the activities.

The activity setting section of the scale should be completed before visiting the child and family. The scale items are "administered" by asking the parent to make ratings of different aspects of individual activity settings, child's use of English, and a number of aspects of the respondent's own behavior. ALL RATINGS ARE MADE IN REFERENCE TO THE WEEK PRIOR TO ADMINISTERING THE SCALE. The scale should be administered in as informal a manner as possible, eliciting parent descriptions of the activity settings, child behaviors, learning opportunities, etc. Descriptive information is recorded in the field notes for each of the visits/observations.]

[CHILD PARTICIPATION IN THE ACTIVITY SETTINGS]

I WANT TO BEGIN BY GOING OVER THE LIST OF ACTIVITY SETTINGS THAT YOU IDENTIFIED AS OPPORTUNITIES FOR LEARNING ENGLISH AND HAVE YOU TELL ME HOW OFTEN [CHILD'S NAME] PARTICIPATED IN THE ACTIVITIES DURING THE PAST WEEK. PLEASE USE THIS CARD FOR MAKING THE RATINGS. (Provide the parent the correct rating card.)

How often did [child's name] get to participate in the activity setting during the past week?

A. Not at all

B. Once or twice during the week

C. Three or four days during the week

D. Almost every day/once or twice per day

E. Almost every day/more than two times per day

[Ask the same question for each activity setting to ascertain how often the activities occurred.]

[Activity Setting Ratings]

[The second set of ratings are specific to the target activity settings occurring during the week. Each rating should be made by going down the list of activity settings and asking the parent to indicate (using the appropriate rating card) which response best describes the activity setting being assessed. For example, ask the interest-based question first for each of the activity settings, going down the list of activity settings to complete the ratings for that question. Then go on to question 2, the persistence ratings, only after you have completed the interest-based ratings for every activity setting. Continue down the list for each of the other questions until all the ratings have been made. Ask only about activity settings that happened during the past week.]

[INSTRUCTIONS TO THE PARENT]

I'D LIKE YOU TO TELL ME A NUMBER OF THINGS ABOUT THE ACTIVITY SETTINGS [CHILD'S NAME] GOT TO EXPERIENCE DURING THE PAST WEEK. PLEASE USE THIS CARD TO MAKE YOUR RATINGS. [Provide the parent the correct rating card.] I'LL BE ASKING YOU A SERIES OF QUESTIONS AND HAVE YOU TELL ME THE RATING THAT BEST DESCRIBES YOUR FEELINGS ABOUT THE ACTIVITIES. WE'LL GO DOWN THE LIST OF ACTIVITY SETTINGS AND HAVE YOU RESPOND TO EACH OF THEM ONE AT A TIME. AFTER WE FINISH THE FIRST SET OF RATINGS,

[Interest – Based]

1. How much was [activity setting] something [Child's Name] enjoyed or was interested in doing?
   A. Not At All
   B. Very Little
   C. Some
   D. Quite A Bit
   E. A Great Deal

[Child Engagement]

2. How much did [activity setting] get [Child's Name] to work hard, stay busy, or try his/her best?
   A. Not At All
   B. Very Little
   C. Some
   D. Quite A Bit
   E. A Great Deal

[Learning Opportunities]

3. How much choice did [child's name] have in terms of doing what he/she wanted in [the activity setting]?

   A. None At All

   B. Very Little

   C. Some

   D. Quite A Bit

   E. A Great Deal

[CHILD'S USE OF ENGLISH]

LET'S GO BACK OVER EACH ACTIVITY SETTING THAT HAPPENED DURING THE PAST WEEK, AND HAVE YOU TELL ME WHAT ENGLISH WORDS [CHILD'S NAME] SAID IN THE ACTIVITY SETTING. [Remember to ask only about activity settings that happened during the past week.] THINK ABOUT THE ENGLISH WORDS YOU THOUGHT WERE THE MOST IMPORTANT. WHAT ENGLISH WORDS DID [CHILD'S NAME] USE IN [ACTIVITY SETTING]? [Go through each activity setting that happened during the past week and record the parent's response in the Child's English Behavior section of the recording form.]

[Child Behavior Ratings]

[The second set of ratings is specific to the English words the parent identified in the context of the activity settings.

[INSTRUCTIONS TO THE PARENT]

NEXT I WOULD LIKE YOU TO MAKE SOME RATINGS ABOUT YOUR CHILD'S USE OF ENGLISH. WE'LL GO DOWN THE LIST THE SAME WAY WE DID BEFORE AND HAVE YOU TELL ME THE RATING THAT BEST DESCRIBES YOUR FEELINGS ABOUT [CHILD'S NAME] USE OF ENGLISH. [For each activity setting, make sure the parent provides an overall rating for all the different child behaviors he/she described for that activity setting.]

[Child Competence]

1. How well did [Child's Name] use English in [the activity setting]?

   A. Not Very Well

   B. Just OK

   C. Pretty Good

   D. Great/Super

[Frequency]

2. How often did [Child's Name] use English in [the activity setting]?

   A. Very Little

   B. Some

   C. Quite A Bit

   D. A Great Deal

[Behavior Variation]

3. How many English words did [Child's Name] use in [the activity setting]?

   A. None

   B. A Few

   C. Some

   D. Quite A Lot

   E. Too Many to Count

[Parent Ratings]

[The third set of ratings are made by the parent specific to his/her self-assessment and judgement of different characteristics of the activity settings/learning opportunities. It is important to point out that these ratings are different than the other ones that were made so far.]

[INSTRUCTIONS TO THE PARENT]

FINALLY I WANT TO ASK YOU TO MAKE SOME RATINGS INVOLVING YOURSELF. THE QUESTIONS HAVE TO DO WITH YOUR FEELINGS AND RATINGS CONCERNING YOUR INVOLVEMENT IN PROVIDING YOUR CHILD LEARNING OPPORTUNITIES TO USE ENGLISH WORDS. WE'LL DO THE RATINGS IN THE WAY WE DID THE OTHERS. [Be sure to provide the parent the correct rating scale.]

[Parenting Effort]

1. How much effort did it take to get [Child's Name] to use English in [the activity]?

   A. Very Little

   B. Some

   C. Quite a Bit

   D. A Great Deal

[Parenting Confidence]

2. How much did getting [Child's Name] to use English in [the activity setting] make you feel good about your efforts?

   A. Not At All

   B. Very Little

   C. Some

   D. Quite A Bit

   E. A Great Deal

[Parenting Competence]

3. How much did getting [Child's Name] to use English in [the activity setting] make you feel like you provided your child important kinds of learning opportunities?

   A. Not At All

   B. Very Little

   C. Some

   D. Quite A Bit

   E. A Great Deal

s

Activity Setting Parent Rating Scale

Child's Name ______________________________ Age __________

Respondent ______________________________ State __________

Rater ________________ Date ________________ Session ________

INSTRUCTIONS

The Activity Setting Rating Scale is an investigator administered scale completed by interviewing a parent respondent about the target activity settings for his/her child. Ratings are made for the individual activity settings identified by a parent as the sources of the learning opportunities. Ratings are also made by the parent regarding the response costs of the activities and judgements about his or her own parenting confidence and competence.

The activity setting section of the scale should be completed before visiting the child and family. The scale items are "administered" by asking the parent to make ratings of different aspects of individual activity settings, child's use of English, and a number of aspects of the respondent's own behavior. ALL RATINGS ARE MADE IN REFERENCE TO THE WEEK PRIOR TO ADMINISTERING THE SCALE. The scale should be administered in as informal a manner as possible, eliciting parent descriptions of the activity settings, child behaviors, learning opportunities, parenting behavior, etc. Descriptive information is recorded in the field notes section of this scale.

Each individual rating should be made by going down the list of activity settings/child behaviors and asking the parent to make his/her judgements. After this is done, the other ratings are made in the same way until all ratings are made.

Activity Setting	Frequency	Activity Setting Ratings			Child's English
		Child Interest	Child Engagement	Learning Opportunities	

Words	Child Use of English			Parent Ratings		
	Competence	Frequency	Variation	Effort	Confidence	Competence

FIELD NOTES

revised 1/21/00 - to

Routine-Based Interview Protocol

Running Head: ACTIVITY SETTING INTERVIEW PROTOCOL

Alternative Early Intervention Service Delivery Models for Latino Families
Whose Children are English Language Learners

ROUTINE-BASED INTERVIEW PROTOCOL

Routine-based Study

February 17, 2000

Interviewing Hints

Following these helpful hints whenever interviewing a parent will increase the likelihood that responses are as complete as possible and are uncontaminated by any inadvertent investigator behavior.

- Ask open-ended, description eliciting questions
  - ▶Avoid asking yes or no questions
  - ▶Avoid asking judgmental questions
  - ▶Avoid asking leading questions

- Ask for clarification or elaboration whenever a response is nonspecific or open to interpretation
  - ▶Avoid judgmental interpretations

- Be careful to use the word learn when eliciting parent descriptions of how children come to acquire desired or undesired behavior
  - ▶Avoid using the word teach when eliciting descriptions of child behavior or acquisition strategies

ROUTINE-BASED INTERVIEW PROTOCOL

[Introduction for Interviewer]

[The purposes of this interview are: (1) identify the types of family (home) and community routines occurring in the target family, (2) identify the behaviors the parent wants his/her child to learn, and (3) identify the routines providing the best contexts for the child to learn parent desired-behavior words/phrases. At least 10 routines (6 home and 4 community) should be identified for promoting family-directed child participation in the activity settings. The routines and parent-desired words/phrases will constitute the contextual characteristics for the intervention phase of the study.]

[INTRODUCTION FOR PARENT/FAMILY MEMBER]

I'D LIKE TO BEGIN BY FIRST EXPLAINING WHAT WE WILL BE DOING DURING OUR TIME TOGETHER TODAY. AS I HAVE SAID BEFORE, WE ARE TRYING TO LEARN MORE ABOUT WHAT KIND OF ROUTINES FAMILIES DO AS PART OF DAY TO DAY LIVING, AND TO FIND OUT HOW CHILDREN BENEFIT FROM PARTICIPATION IN THESE ACTIVITIES. FIRST, WE WILL MAKE A LIST OF THE ROUTINES YOUR FAMILY DOES AS PART OF YOUR FAMILY LIFE AND AS PART OF YOUR COMMUNITY LIFE. SECOND, WE WILL MAKE A LIST OF THE WORDS/PHRASES YOU WOULD LIKE [CHILD'S NAME] TO LEARN AND WORDS/PHRASES YOU THINK ARE IMPORTANT FOR [CHILD'S NAME] TO BE ABLE TO SAY. THIRD, WE WILL GO BACK OVER THE LIST OF FAMILY AND COMMUNITY ROUTINES AND SELECT THE ONES THAT WILL GIVE [CHILD'S NAME] AN OPPORTUNITY TO LEARN WHAT YOU WANT HIM/HER TO LEARN.

THERE ARE NO RIGHT OR WRONG ANSWERS; WE ARE INTERESTED IN LEARNING ABOUT THE KINDS OF ROUTINES YOUR FAMILY DOES. AS I HAVE SAID TO YOU BEFORE, OUR CONVERSATIONS ARE CONFIDENTIAL, AND NO ONE BUT OUR RESEARCH STAFF WILL BE ALLOWED TO SEE WHAT WE TALK ABOUT. I WILL BE KEEPING NOTES ON A RECORDING FORM SO WE CAN GO BACK LATER AND LOOK OVER THE LIST. DO YOU HAVE ANY QUESTIONS BEFORE WE BEGIN?

[FAMILY AND COMMUNITY ROUTINES]

I'D LIKE TO BEGIN BY SAYING A LITTLE BIT MORE ABOUT THE ROUTINES I'M INTERESTED IN TALKING ABOUT. CHILDREN AND THEIR FAMILIES DO DIFFERENT KINDS OF THINGS IN THEIR HOMES, OUTSIDE THEIR HOMES, AND IN THEIR NEIGHBORHOODS AND COMMUNITIES AT DIFFERENT TIMES OF THE DAY, WEEK, AND SO FORTH. SOME OF THESE ROUTINES HAPPEN EVERYDAY OR ALMOST EVERYDAY LIKE MEALTIMES OR WALKS IN THE NEIGHBORHOOD. SOME THINGS HAPPEN MAYBE ONCE OR TWICE A WEEK LIKE SHOPPING, OR LESS OFTEN LIKE PARENT MEETINGS OR SPORTS EVENTS. OTHER THINGS MIGHT HAPPEN JUST CERTAIN TIMES OF THE YEAR LIKE RELIGIOUS HOLIDAYS OR ON SPECIAL OCCASIONS LIKE BIRTHDAY PARTIES. WE WANT TO MAKE AS COMPLETE A LIST OF THESE THINGS AS POSSIBLE. I WILL BE ASKING YOU A SERIES OF QUESTIONS TO HELP IDENTIFY THE ROUTINES OCCURRING IN YOUR FAMILY.

[Make a list of the (micro) locations and routines the family describes on the Routines Setting Recording Form as the parent identifies his/her family and community routines settings.]

LET'S BEGIN BY HAVING YOU TELL ME ABOUT WHAT KINDS OF THINGS YOU AND YOUR FAMILY DO EVERYDAY OR ALMOST EVERY DAY IN YOUR HOME? [e.g., daily routines]; IN YOUR COMMUNITY? [e.g.,work, preschool, etc.] [Determine and record the specific (micro) location of each routine (e.g., home is general, the kitchen is specific; park is general, slide is specific.)]

WHAT KINDS OF THINGS DO YOU AND YOUR FAMILY DO IN YOUR HOME AND COMMUNITY ALMOST EVERY DAY DURING CERTAIN TIMES OF THE YEAR, LIKE SWIMMING DURING THE SUMMER MONTHS?

WHAT THINGS HAVE TO BE DONE MOST EVERYDAY EITHER IN YOUR HOME OR IN THE COMMUNITY? [e.g., cleaning] [Record the specific (micro) locations of the activities.]

TELL ME ABOUT THE THINGS YOU GET TO DO MOST DAYS THAT YOU LIKE TO DO (ENJOY DOING) IN YOUR HOME? IN YOUR NEIGHBORHOOD OR COMMUNITY? [Record the specific (micro) locations of the activities.]

WHAT THINGS DO YOU ESPECIALLY LOOK FORWARD TO DOING?

[Be sure to ask about things that happen every day, things that happen regularly but perhaps not everyday (e.g., bathtimes, soccer practice), and things that happen at highly predictable times say every third day (e.g., big sister watching baby brother so mom can go to a Monday, Wednesday, and Friday night meeting, activities at church three times a week).

[Be sure to find out about both formal (e.g., dance classes, church meetings, sports events,) and informal (e.g., coffee with a neighbor at your house, picnics, walks, hikes, rides in the country) activities.]

[Be sure to ask (probe) for clarification and elaboration of descriptions that are not clear.]

[Be sure to determine the specific (micro) location (e.g., kitchen, garden, swings) of the activities.]

[Be sure to use observations, physical evidence, and other sources of information as a basis for asking about routine settings that are not listed by the parent (e.g., I noticed (from a photograph) that your older child was on a soccer team. Is this something your children are doing now?)]

WHAT KINDS OF THINGS DO YOU AND YOUR FAMILY DO INSIDE YOUR HOME OR OUTSIDE YOUR HOME IN YOUR NEIGHBORHOOD OR COMMUNITY CERTAIN DAYS OR TIMES OF THE WEEK? (Nondaily routines)

WHAT THINGS DO YOU DO CERTAIN TIMES OF THE WEEK, DURING OTHER TIMES OF THE YEAR, OTHER SEASONS OF THE YEAR IN YOUR HOME? IN YOUR COMMUNITY?

WHAT ARE THE THINGS THAT YOU DO IN YOUR HOME AND COMMUNITY ON WEEKENDS? WHAT FUN THINGS DO YOU DO? WHAT THINGS DO YOU DO THAT YOU HAVE TO DO? [e.g., obligations, chores]

WHAT KINDS OF THINGS DO YOU DO IN YOUR HOME AND COMMUNITY ON A REGULAR BASIS CERTAIN DAYS OF THE WEEK? CERTAIN NIGHTS? WHAT THINGS DO YOU LOOK FORWARD TO DOING?

[Be sure to ask about things that happen on a regular basis but not daily (e.g., every Wednesday night or Sunday afternoon), things that may happen once a month, every other week, and things that happen on a nondaily but highly routinized schedule (e.g., visiting a homebound relative after church on Sundays.)]

[Be sure to ask about seasonal activity settings that occur certain times of the year, and then on a regular basis (e.g., dance classes in the fall occurring 2-3 times per week.)]

[Be sure to ask (probe) for clarification and elaboration of unclear descriptions.]

[Be sure to determine the general (micro) locations of the activities (e.g., kitchen, garden, swings).]

[Be sure to use different sources of evidence to ask about routine settings not listed by the parent.]

WHAT THINGS DO YOU AND YOUR FAMILY DO IN YOUR HOME OR IN YOUR NEIGHBORHOOD OR COMMUNITY CERTAIN TIMES OF THE YEAR? ON SPECIAL OCCASIONS? (Celebrations/Traditions)

WHAT HOLIDAYS DO YOU LOOK FORWARD TO?

WHAT KINDS OF THINGS DO YOU CELEBRATE IN YOUR FAMILY (HOME) OR IN YOUR NEIGHBORHOOD OR COMMUNITY?

WHAT ARE THE SPECIAL KINDS OF THINGS THAT YOUR FAMILY (GETS OR LIKES) TO DO IN YOUR HOME AND COMMUNITY?

[Be sure to use physical evidence and observations to ask about family traditions, celebrations, and rituals.]

[Be sure to ask about seasonal (e.g., vacations) or date specific (e.g., birthdays) events that are apparently "celebrated."]

ARE THERE OTHER THINGS YOU AND YOUR FAMILY DO IN YOUR HOME AND COMMUNITY THAT WE HAVEN'T TALKED ABOUT?

[At this point in the process it is important to get as complete a picture as possible of the things the family does that constitute family and community activity settings.]

[Ask about activity settings that you observe or can infer happen (e.g., from photographs) and record these on the Activity Setting Recording Form if the parent indicates they are a "part" of family life.]

[PARENT PARTICIPATION AND FREQUENCY]

NOW LET'S LOOK BACK OVER THE LIST OF ROUTINES AND HAVE YOU TELL ME WHETHER THEY ARE ONES IN WHICH YOU USUALLY ARE INVOLVED WITH YOUR CHILD OR GET TO SEE YOUR CHILD PARTICIPATE. LET'S START WITH THE FIRST ROUTINE. DO YOU PARTICIPATE IN THIS ACTIVITY WITH YOUR CHILD? IF YOU DON'T PARTICIPATE, DO YOU GET TO SEE YOUR CHILD DOING [ACTIVITY]?

[Go through the list of routines and check in the Participant column of the recording form for each activity in which the parent participates with his/her child or sees the child participate.]

NEXT, LET'S LOOK AGAIN AT THE ROUTINES IN WHICH YOU PARTICIPATE WITH OR OBSERVE YOUR CHILD. LET'S TALK ABOUT WHICH OF THESE ROUTINES HAPPEN AT LEAST ONE TO TWO TIMES A WEEK. LET'S START AGAIN WITH THE FIRST ROUTINE IN WHICH YOU PARTICIPATE WITH OR OBSERVE YOUR CHILD.

[Go through the list of routines in which the parent participates with or observes the child and place a check in the Frequency column of the recording form for each routine that happens one to two times a week.]

[PARENT-DESIRED WORDS/PHRASES]

WE'RE GOING TO CHANGE OUR FOCUS AND TALK ABOUT WHAT ENGLISH WORDS YOU WANT [CHILD'S NAME] TO LEARN OR BE ABLE TO SAY. THESE ARE THINGS YOU THINK ARE IMPORTANT FOR [CHILD'S NAME] TO SAY. I'M GOING TO ASK YOU SOME QUESTIONS TO HELP YOU THINK ABOUT WHAT ENGLISH WORDS YOU WANT [CHILD'S NAME] TO LEARN. I'LL MAKE A LIST OF ALL THE ENGLISH WORDS YOU TELL ME. WE'LL USE THIS LIST TO GO BACK THROUGH YOUR FAMILY AND COMMUNITY ROUTINES TO FIND THE ONES BEST SUITED FOR HELPING [CHILD'S NAME] TO LEARN THE WORDS YOU THINK ARE IMPORTANT FOR [CHILD'S NAME] TO LEARN.

[Make a list of the words the parent identifies on the Parent-Desired Behavior Recording Form. It is important that the words be stated in terms of child production of behavior that expresses increased competence. If words or phrases are identified that reflects nonprosocial behavior (e.g., no, stop), you must probe to get the parent to describe a prosocial alternative.

LET'S BEGIN BY HAVING YOU TELL ME ALL THE WORDS OR PHRASES YOU WOULD LIKE [CHILD'S NAME] TO LEARN RIGHT NOW? WHAT ARE THE WORDS YOU WANT [CHILD'S NAME] TO BE ABLE TO SAY RIGHT NOW? WHAT DO YOU THINK ARE IMPORTANT WORDS FOR [CHILD'S NAME] TO BE ABLE TO SAY?

[It is important that the words/phrases be ones that the child is able to learn or do at this point in time or over the next 3-4 months. They can be things the child already does but the parent wants to see his/her child do more, or they can be new things the parent wants the child to be able to do.]

WHAT WORDS DO YOU WANT [CHILD'S NAME] TO BE ABLE TO SAY AROUND THE HOUSE? OUTSIDE? AROUND THE NEIGHBORHOOD?

WHAT KINDS OF WORDS DO YOU WANT [CHILD'S NAME] TO BE ABLE TO SAY TO GET ALONG WITH YOU? WITH OTHER FAMILY MEMBERS? WITH OTHER CHILDREN?

WHAT DO YOU WANT [CHILD'S NAME] TO BE ABLE TO SAY TO GET SOMETHING SO HE/SHE CAN PLAY BY HIM/HERSELF? WITH TOYS OR OTHER MATERIALS? WITH OTHER CHILDREN?

WHAT WORDS DO YOU WANT [CHILD'S NAME] TO BE ABLE TO SAY TO GET OTHER PEOPLE'S ATTENTION? TO TALK OR COMMUNICATE WITH OTHER PEOPLE?

WHAT KINDS OF WORDS DO YOU WANT [CHILD'S NAME] TO BE ABLE TO SAY AROUND YOUR HOME? OUTSIDE? IN THE COMMUNITY?

WHAT WORDS YOU LIKE TO HEAR [CHILD'S NAME] SAYMORE OFTEN?

WHAT NEW WORDS DO YOU WANT [CHILD'S NAME] TO LEARN? [Getting around on his/her own; getting along with other children; self-help skills language/ communication; etc.]

CAN YOU THINK OF ANYTHING ELSE YOU WANT [CHILD'S NAME] TO SAY?

[MATCHING PARENT-DESIRED BEHAVIOR TO ACTIVITY SETTINGS]

NOW THAT WE HAVE A GOOD IDEA ABOUT WHAT YOU WANT [CHILD'S NAME] TO SAY, WE'RE GOING TO GO BACK TO THE LIST OF FAMILY AND COMMUNITY ROUTINES WE PUT TOGETHER EARLIER. WE WANT TO LOOK AT THE ROUTINES IN WHICH YOU PARTICIPATE WITH OR GET TO SEE YOUR CHILD

PARTICIPATE AT LEAST ONCE OR TWICE A WEEK. LET'S IDENTIFY WHICH OF THESE ROUTINES YOU ALREADY DO OR COULD DO TO PROVIDE OPPORTUNITIES FOR [CHILD'S NAME] TO SAY THE WORDS YOU WANT HIM/HER TO SAY.

[Take each parent-desired words/phrases one at a time and have the parent indicate which routines (of ones that occur frequently and include the parent as a participant/observer) are the best context for the child to learn the behavior. Encourage the parent to be selective and not "overidentify" possible behavior-evoking routines.]

LET'S START WITH [First Parent-Desired Words/Phrases on the Cumulative List] AND HAVE YOU TELL ME WHICH ROUTINES ARE ESPECIALLY GOOD ONES FOR [CHILD'S NAME] TO SAY WHAT YOU WANT HIM/HER TO LEARN OR SAY.

NOW, LET'S DO THE SAME FOR EACH WORD/PHRASES YOU WANT [CHILD'S NAME] TO LEARN OR DO. IT'S OK IF MORE THAN ONE BEHAVIOR YOU WANT [CHILD'S NAME] TO DO IS MATCHED WITH THE SAME ROUTINES SETTING.

[Continue through the list of behaviors until all parent-desired behaviors are matched to specific ROUTINES settings.]

[SELECTING ROUTINES FOR PARENT-DESIRED BEHAVIOR]

THE NEXT THING WE WANT TO DO IS PICK AT LEAST SIX FAMILY ROUTINES AND AT LEAST FOUR COMMUNITY ROUTINES THAT WE WILL USE TO PROVIDE [CHILD'S NAME] OPPORTUNITIES TO LEARN THINGS YOU WANT HIM/HER TO SAY. WE WANT TO SELECT ROUTINES THAT GIVE [CHILD'S NAME] THE MOST OPPORTUNITIES TO SAY WHAT YOU WANT HIM OR HER TO LEARN.

[Hint. Routines with the largest number of words/phrases increase the likelihood of broad-based child learning.]

LET'S TRY TO PICK WORDS THAT CAN HAPPEN AT LEAST 2 OR 3 TIMES A WEEK OR PREFERABLY ALMOST EVERY DAY. THE MORE OFTEN THE ROUTINES OCCUR THE BETTER. ALSO, LET'S TRY TO PICK ABOUT 4 OR 5 ROUTINES THAT WILL HAPPEN DURING THE TIMES I WILL BE VISITING. ON MOST OF MY VISITS I WILL NEED TO OBSERVE [CHILD'S NAME] IN ABOUT THREE FAMILY ROUTINES AND TWO COMMUNITY ROUTINES. AS WE IMPLEMENT THE INTERVENTION, WE CAN ADD NEW ROUTINES OR STOP DOING ONES WE STARTED WITH.

[Record the parent's choices on the Intervention Activity Setting Recording Form by checking the column marked Yes. If the parent changes his/her mind as you go through this process, cross out the activity by drawing a line through it.]

[WEEKLY REMINDER]

THE LAST THING WE WANT TO DO IS TO COME UP WITH A WAY OF ORGANIZING THE ROUTINES AND REMINDING US WHAT WE WANT TO DO. LET ME SHOW A FORM THAT IS HELPFUL FOR INCREASING [CHILD'S NAME]'S PARTICIPATION IN ROUTINES.

[Show the parent the Weekly Reminder Sheet.]

THIS WEEKLY REMINDER WILL HELP YOU REMEMBER TO DO THE ROUTINES WITH [CHILD'S NAME]. WHAT WE WANT TO DO IS PUT THE ROUTINES WE IDENTIFY DOWN THE SIDE OF THE FORM AND MARK THE DAYS OF THE WEEK [CHILD'S NAME] WILL EXPERIENCE THE ACTIVITY.

[List the parent-identified routines down the side of the form and have the parent indicate which days the child will participate in the activity setting.]

WE WILL REVIEW THE REMINDER SHEET EACH WEEK TO CHANGE OR MODIFY IT FOR THE FOLLOWING WEEK.

[USING THE WEEKLY REMINDER]

[Using the weekly reminder for increasing a child's learning opportunities is done simply by deciding how the reminder will be used as a tool for providing a child learning experiences.]

NOW THAT WE HAVE A WEEKLY REMINDER [PLAN], LET'S TALK ABOUT HOW WE ARE GOING TO USE IT FOR HELPING [CHILD'S NAME] HAVE MORE LEARNING OPPORTUNITIES. PARENTS OFTEN HAVE DIFFERENT WAYS TO USE THE REMINDER. SOME PARENTS PUT IT UP ON THE REFRIGERATOR OR SOME OTHER PLACE THAT IS EASY FOR THEM TO SEE. OTHER PARENTS MAKE IT A HABIT TO LOOK AT THE WEEKLY REMINDER THE FIRST THING EACH DAY TO BE SURE THEY REMEMBER WHAT TO DO. SOME PARENTS CARRY IT AROUND WITH THEM TO LOOK AT THROUGHOUT THE DAY. DO YOU THINK ANY OF THESE WOULD WORK FOR YOU OR IS THERE ANOTHER WAY YOU WANT TO USE THE WEEKLY REMINDER?

THE LAST THING WE WANT TO DO IS COME UP WITH THREE OR FOUR STEPS THAT WE CAN FOLLOW TO BE SURE THE REMINDER IS USED EVERY DAY OR ALMOST EVERY DAY. AGAIN, THIS WILL HELP TO REMEMBER WHAT WE WANT TO DO FOR [CHILD'S NAME]. LET'S COME UP WITH A LIST OF STEPS TO FOLLOW THAT MAKES SENSE FOR YOU AND [CHILD'S NAME].

[Have the parent come up with 3 or 4 steps that the parent will use to be sure to use the reminder.]

revised 2/17/00 - srm

WEEKLY REMINDER

Child's Name ______________________ Parent's Name ______________________ Date ____________

ROUTINE SETTINGS	DAYS						
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Routine Setting Recording Form

Interviewer ______________ Date ______________ State ______________

Parent's Name ______________ Child's Name ______________

Location	Routine Setting	Participant	Frequency	Yes	Parent-Desired Words/Phrases

Activity Setting Interview

FIELD NOTES

Parent-Desired Words/Phrases Recording Form

Interviewer ______________________ Date ______________ State ____________

Parent's Name _____________________ Child's Name _______________________

Parent-Desired Words/Phrasese	Notes

Routine-Based Interview

FIELD NOTES

ACTIVITY SETTINGS
ENGLISH WORD(S) RECORDING FORM

Interviewer____________________**Date**____________**State**____________________

Parent's Name______________________**Child's Name**______________________

Activity Settings	English Word(s)

Instructional Practices Strategy

Running Head: INSTRUCTIONAL PRACTICES

Alternative Early Intervention Service Delivery Models for Latino Families Whose Children are English Language Learners

INSTRUCTIONAL PRACTICES STRATEGY

Routine-Based Study

Revised Version

February 17, 2000

Instructional Practices Method

[The use of different kinds of teaching procedures for encouraging, supporting, and strengthening child learning as part of involvement in activity settings is the primary intervention strategy for enhancing competence. The intervention consists of repeated prompting and direct practice techniques for strengthening parent-desired words in the context of participation in routines. These two techniques are the methods of choice for this intervention.

The two teaching strategies used in this intervention are repeated prompting and direct practice. Study carefully the description provided below of the two techniques. It is important that you master them in order to confidently explain, demonstrate and model these techniques when working with families.

- Repeated prompting - This teaching method is to get your child to say the word or phrase that you have identified repeatedly during the routine that you are doing together. For example, the routine might be cooking and the words you have identified might be pot, spoon, bowl. While you were cooking you would repeatedly hold up the pot and ask [child's name] what the English word is for what you are holding. If he/she does not know the word then you would say the word. You would do this repeatedly with all the words or phrases you identified for him/her to learn had been said 5 to 10 times.
- Directed practice. This technique might be used while you are in the routine or at other times of the day. This method first requires that you and [child's name] sit down together to practice the words. You would then say the first word you are working on and ask [child's name] to repeat the word. For example if you were cooking, you might stop for a few minutes, get [child's name] to come to the table or sit on the floor with you. Then you would ask him/her to say the word "pot" in English. You would say the word

first and then get [child's name] to repeat the word. You might get him/her to say each word ten times.

Please note that you should not describe each teaching method separately. Rather, you should emphasize how these methods work in practice. The teaching methods involve practices that have the child respond to adult initiation (request, demands, etc.). It is extremely important that this aspect of the intervention be communicated fully as part of using the instructional practices.

The description of the teaching methods should include the following:

- Explanation of how the teaching method(s) are used to elicit and maintain parent-desired behavior;
- Discussion of how the methods are used with children in routine settings.
- Modeling the use of appropriate teaching methods.

[EXPLAINING THE INSTRUCTIONAL STRATEGY]

SO FAR WE HAVE FIGURED OUT WHERE LEARNING CAN TAKE PLACE FOR [CHILD'S NAME] AND WHAT KINDS OF WORDS/PHRASES YOU WANT HIM/HER TO SAY IN THESE PLACES. NOW WE WANT TO TALK ABOUT WHAT YOU CAN DO TO HELP [CHILD'S NAME] SAY WHAT YOU WANT HIM/HER TO SAY, AND WHAT YOU CAN DO TO HELP [CHILD'S NAME] TO LEARN THE NEW WORDS. I AM GOING TO ASK YOU TO USE SOME TEACHING METHODS WE KNOW ARE EFFECTIVE IN GETTING CHILDREN TO LEARN. WHAT WE ARE GOING TO DO IS INVOLVE [CHILD'S NAME] IN THE ACTIVITIES WE HAVE IDENTIFIED, AND USE SPECIFIC KINDS OF TEACHING METHODS FOR HELPING [CHILD'S NAME] LEARN TO USE THE WORDS YOU WANT HIM/HER TO SAY.

LET'S BEGIN BY HAVING YOU TELL ME ABOUT WHAT KINDS OF THINGS YOU AND YOUR FAMILY DO EVERYDAY OR ALMOST EVERY DAY IN YOUR HOME? [e.g., daily routines]; IN YOUR COMMUNITY? [e.g.,work, preschool, etc.] [Determine and record the specific (micro) location of each routine (e.g., home is general, the kitchen is specific; park is general, slide is specific.)]

WHAT KINDS OF THINGS DO YOU AND YOUR FAMILY DO IN YOUR HOME AND COMMUNITY ALMOST EVERY DAY DURING CERTAIN TIMES OF THE YEAR, LIKE SWIMMING DURING THE SUMMER MONTHS?

WHAT THINGS HAVE TO BE DONE MOST EVERYDAY EITHER IN YOUR HOME OR IN THE COMMUNITY? [e.g., cleaning] [Record the specific (micro) locations of the activities.]

TELL ME ABOUT THE THINGS YOU GET TO DO MOST DAYS THAT YOU LIKE TO DO (ENJOY DOING) IN YOUR HOME? IN YOUR NEIGHBORHOOD OR COMMUNITY? [Record the specific (micro) locations of the activities.]

WHAT THINGS DO YOU ESPECIALLY LOOK FORWARD TO DOING?

[Be sure to ask about things that happen every day, things that happen regularly but perhaps not everyday (e.g., bathtimes, soccer practice), and things that happen at highly predictable times say every third day (e.g., big sister watching baby brother so mom can go to a Monday, Wednesday, and Friday night meeting, activities at church three times a week).

[Be sure to find out about both formal (e.g., dance classes, church meetings, sports events,) and informal (e.g., coffee with a neighbor at your house, picnics, walks, hikes, rides in the country) activities.]

[Be sure to ask (probe) for clarification and elaboration of descriptions that are not clear.]

YOU WERE COOKING YOU WOULD REPEATEDLY HOLD UP THE POT AND ASK [CHILD'SNAME] WHAT THE ENGLISH WORD IS FOR WHAT YOU ARE HOLDING. IF HE/SHE DOES NOT KNOW THE WORD THEN YOU WOULD SAY THE WORD. YOU WOULD DO THIS REPEATEDLY WITH ALL THE WORDS OR PHRASES YOU IDENTIFIED FOR HIM/HER TO LEARN HAD BEEN SAID 5 TO 10 TIMES.

[Give as many examples as necessary to be sure the parent understands repeated prompting. Use the routines and English words that you have been working on with the parent for examples.]

[DIRECTED PRACTICE]

A SECOND TEACHING METHOD THAT YOU CAN USE IS CALLED DIRECT PRACTICE. THIS TECHNIQUE MIGHT BE USED WHILE YOU ARE IN THE ROUTINE OR AT OTHER TIMES OF THE DAY. THIS MEHOD FIRST REQUIRES THAT YOU AND [CHILD'S NAME] SIT DOWN TOGETHER TO PRACTICE THE WORDS. YOU WOULD THEN SAY THE FIRST WORD YOU ARE WORKING ON AND ASK [CHILD'SNAME] TO REPEAT THE WORD. FOR EXAMPLE IF YOU WERE COOKING, YOU MIGHT STOP FOR A FEW MINUTES, GET [CHILD'S NAME] TO COME TO THE TABLE OR SIT ON THE FLOOR WITH YOU. THEN YOU WOULD ASK HIM/HER TO SAY THE WORD "POT" IN ENGLISH. YOU WOULD SAY THE WORD FIRST AND THEN GET [CHILD'S NAME] TO REPEAT THE WORD. YOU MIGHT GET HIM/HER TO SAY EACH WORD TEN TIMES.

[Give as many examples as necessary to be sure the parent understands directed practice. Use the routines and English words that you have been working on with the parent for examples.]

THE DIFFERENCE BETWEEN THE TWO METHODS IS THAT IN THE FIRST METHOD YOU ARE GETTING [CHILD'S NAME] TO REPEAT THE WORDS AT DIFFERENT TIMES DURING THE ROUTINE WITHOUT STOPPING TO PRACTICE THE WORDS. IN THE SECOND METHOD YOU ARE TAKING A FEW MINUTES OUT OF THE ROUTINE TO STOP, SIT DOWN WITH [CHILD'S NAME] AND REPEAT EACH OF THE WORDS OVER ABOUT 10 TIMES.

[DEMONSTRATING USE OF THE TEACHING METHODS]

[Either you or the parent or both should practice the use of the teaching methods to build confidence and to be sure the techniques are being used properly.]

THE LAST THING WE WANT TO DO TODAY IS TO PRACTICE USING THE TEACHING METHODS. I CAN SHOW YOU HOW TO USE THEM, OR YOU CAN DO THEM AND WE CAN TALK ABOUT THEM, OR WE CAN DO THEM TOGETHER. DO YOU HAVE A PREFERENCE?

[Be sure to practice the teaching methods enough to be sure the parent understands the techniques and is using them properly.]

RECORDATORIO

(Por favor, use estos métodos para ayudar a Eduardo a aprender el inglés. El propósito de estos métodos es ayudar a Eduardo a decir y practicar repetidamente las palabras o frases que Ud. quiere que el aprenda).

Metodo #1: Haga que Eduardo repita muchas veces la palabra o frase que Ud. escogió (conmigo la semana pasada) durante la rutina o actividad. Por ejemplo: La rutina o actividad podría ser cocinar y las palabras que Ud. escogió para la rutina podría ser olla y cuchara. Mientras Ud. está cocinando, señale con el dedo repetidamente la olla y pregúntele a Eduardo, "¿Como se llama esto en ingles?" Si el no sabe la palabra, Ud. le dirá la palabra. Y luego, le pedirá a Eduardo que repita la palabra. Haga lo mismo con todas las palabras o frases que Ud. identificó como palabras/frases que quiere que el aprenda. Queremos que cada palabra/frase sea repetida por lo menos de 5 a 10 veces.

Metodo # 2: Puede usar este segundo método mientras está haciendo la rutina o durante diferentes actividades durante el día. Lo que hay que hacer es sentarse junto con el y practicar las palabras o frases. Ud. dirá la primera palabra que quiere que el aprenda y le pidirá a Eduardo que repita la palabra. Por ejemplo: si estuviera cocinando, podría parar por algunos minutitos y sentarse en la mesa o en el piso con Eduardo. Luego, le pidirá a Eduardo que diga la palabra "olla" en inglés. Ud. dirá la palabra primero y luego le pidirá que la repita. Nos gustarìa que Eduardo repita la palabra o frase de 5 a 10 veces.

****La diferencia entre los dos métodos es sencilla. Con el primer método Ud. está pidiéndole a el que repita la palabra diferentes veces durante la rutina sin parar para practicar las palabras/frases. Con el segundo mètodo Ud. dejarà lo que esta haciendo, y tomarà algunos minutos para sentarse con Eduardo y repetir cada palabra unas 10 veces con el.**

Outcome Measures

Child and Parent Experiences Scale

Everyday Parenting Scale

Parenting Confidence/Competence Scale

Child Behavior Characteristics Rating Scale

Parent Behavior Rating Scale

Developmental Observation Checklist

Child and Parent Experiences Scale

Respondent's Name______________________ Date______________

Child's Name_________________________ Site______________

____

Thank you for taking the time to fill out this scale. It will help us get a better idea about yourself and your child. The scale includes different questions asking about your feelings or opinions. Please read each question and circle the responses that best reflect how you feel and what you believe is true. Your opinion is most important.

WHAT IS YOUR CHILD LIKE?

These questions ask you about **how often** your child does different things. Please circle **how often** your child does each of the things listed during a **typical day**.

How often does your child do each of the following on a typical day?	Never	Once A Day	Several Times A Day	Quite a Few Times A Day	A Lot Each Day
1. Enjoys being around other people..................	1	2	3	4	5
2. Smiles or laughs..	1	2	3	4	5
3. Tries hard to do things he or she likes............	1	2	3	4	5
4. Fusses or cries..	1	2	3	4	5
5. Likes doing lots of different things...............	1	2	3	4	5
6. Sticks to something he or she likes for a long time..	1	2	3	4	5
7. Easily upset or frustrated............................	1	2	3	4	5
8. Knows how to get other people's attention......	1	2	3	4	5

On the scale below, where a 0 is **Never**, a 5 is **About Half the Time**, and a 10 is **A Lot**, how often does your child get **excited** by the people and things around him/her during a typical day?

Never					About Half the Time					A Lot
0	1	2	3	4	5	6	7	8	9	10

HOW WELL IS YOUR CHILD DOING IN HIS OR HER LEARNING?

These questions ask you about **how well** your child is doing. At this moment in your child's life, **how well** would you say he or she has learned or developed each of the things listed?

How well is your child doing each of the following?	Much Less Than I Expected	Less Than I Expected	About What I Expected	More Than I Expected	Much More Than I Expected
1. Getting around on his or her own...	1	2	3	4	5
2. Putting on or taking off clothes	1	2	3	4	5
3. Getting along with other children..	1	2	3	4	5
4. Understanding the world around him or her...............................	1	2	3	4	5
5. Being part of family activities.......	1	2	3	4	5
6. Getting people to understand what he or she wants..........................	1	2	3	4	5

On the scale below, where a 0 is **Much Less Than I Expected**, a 5 is **About What I Expected,** and a 10 is **Much More Than I Expected**, how much has your child learned the things you think are important for children to do at his/her age?

Much Less Than I Expected					About What I Expected					Much More Than I Expected
0	1	2	3	4	5	6	7	8	9	10

HOW MUCH SAY OR CHOICE DO YOU HAVE ABOUT YOUR CHILD'S LEARNING?

These questions ask you about **how much say or choice** you have over different things your child does or gets to do. Please indicate **how much say or choice** you have over each of the things listed.

How much **say or choice** do you have over each of the following?	None At All	Very Little	Some	Quite A Lot	Always
1. What your child learns..................................	1	2	3	4	5
2. When your child has chances to do things that are interesting to him or her..................................	1	2	3	4	5
3. The kinds of learning experiences your child has....	1	2	3	4	5
4. Who your child gets to play or be with.................	1	2	3	4	5
5. How often your child does things he or she likes.....	1	2	3	4	5

On the scale below, where a 0 is **No Control at All**, a 5 is **Control About Half the Time**, and a 10 is **Control All of the Time**, how much control do you have in getting your child involved in family activities around the house or in the community?

No Control At All					Control About Half the Time					Control All of the Time
0	1	2	3	4	5	6	7	8	9	10

HOW IS LIFE GOING FOR YOURSELF AND YOUR FAMILY?

These questions ask you **how satisfied** you are with different things in your life. Please circle the responses that best reflect **how satisfied** you are with each of the following situations.

How **satisfied** are you with each of the following?	Not At All Satisfied	A Little Satisfied	Sometimes Satisfied	Mostly Satisfied	Always Satisfied
1. The way you and your child spend free time...................................	1	2	3	4	5
2. The people you see to have fun and relax..	1	2	3	4	5
3. Amount of time your family spends with other people........................	1	2	3	4	5
4. The things you and your child do with other people..............................	1	2	3	4	5
5. Amount of time you have to relax in your life..	1	2	3	4	5
6. The chances your family has to enjoy pleasant or beautiful things............	1	2	3	4	5

On the scale below, where a 0 is the **Worst Life Possible**, a 5 is **Sometimes the Worst/Sometimes the Best Life**, and a 10 is the **Best Life Possible**, which of the following best describes your feelings about your life at this time?

Worst Life Possible					Sometimes the Worst/ Sometimes the Best Life					Best Life Possible
0	1	2	3	4	5	6	7	8	9	10

HOW MUCH IS IT WORTH THE EFFORT FOR YOU TO DO THINGS WITH YOUR CHILD?

These questions ask you **how much is it worth your effort** to get your child to do different things. **How much is it worth the effort for you** to do the things listed?

How much is it worth your effort to do each of the following?	Not at All Worth the Effort	Rarely Worth the Effort	Sometimes Worth the Effort	Most of the Time Worth the Effort	Always Worth the Effort
1. Take your child along with you on errands……………………	1	2	3	4	5
2. Get your child to listen or pay attention………………………	1	2	3	4	5
3. Take your child on visits or walks………………………………	1	2	3	4	5
4. Get your child to eat or drink…..	1	2	3	4	5
5. Take your child to family or community gatherings………….	1	2	3	4	5
6. Getting your child to occupy him or herself around the house……..	1	2	3	4	5

On the scale below, where a 0 is **Much More Trouble Than It's Worth**, a 5 is **Worth the Effort About Half the Time**, and a 10 is **Always Worth the Effort**, how much effort does it take to get your child involved in family or community activities?

Much More Trouble Than It's Worth					Worth The Effort About Half the Time					Always Worth the Effort
0	1	2	3	4	5	6	7	8	9	10

HOW DO YOU SPEND TIME WITH YOUR CHILD?

These questions ask you about different things you might do with your child. Pleas circle **how much** you do the things listed on a **typical day**.

How much do you do each of the following on a **typical day**?	Not at All	Very Little	Some	Quite a Bit	A Whole Lot
1. Getting your child to listen or behave....................	1	2	3	4	5
2. Enjoy watching your child play	1	2	3	4	5
3. Hugging or kissing your child	1	2	3	4	5
4. Teaching your child things you think are important for him/her to learn..	1	2	3	4	5
5. Playing games with your child.........................	1	2	3	4	5
6. Having make-believe phone conversations with your child	1	2	3	4	5
7. Making sure your child doesn't get in trouble...	1	2	3	4	5
8. Praising your child's efforts to learn new things...	1	2	3	4	5
9. Doing what your child wants you to do	1	2	3	4	5
10. Telling your child to stop doing things you don't approve of...	1	2	3	4	5

On the scale below, where a 0 is **Don't Like at All**, a 5 is **Sometimes Like/Sometimes Don't Like,** and a 10 is **Like a Lot**, how much do you like spending time doing things he/she enjoys and finds fun?

Don't Like At All					Sometimes Like/ Sometimes Don't Like					Like a Lot
0	1	2	3	4	5	6	7	8	9	10

HOW DO YOU FEEL ABOUT YOURSELF?

These questions ask you about the ways people feel at different times. Please circle the response that indicates **how often** you felt each thing **during the past week.**

How often did you feel this way during the past week?	Not At All	Once or Twice	Several Times	Often	Every Day
1. Particularly excited or interested in something....	1	2	3	4	5
2. Upset because someone criticized you..............	1	2	3	4	5
3. Very happy...	1	2	3	4	5
4. Bored...	1	2	3	4	5
5. So restless that you couldn't sit very long......	1	2	3	4	5
6. Pleased about having accomplished something...	1	2	3	4	5
7. That things were going your way..................	1	2	3	4	5
8. Very lonely or remote from other people..........	1	2	3	4	5
9. Proud because someone complimented you on something you had done..............................	1	2	3	4	5
10. Depressed or feeling "down".........................	1	2	3	4	5

On the 10 point scale below, where a 0 is **Feel Terrible All of the Time**, a 5 is **Sometimes Feel Terrible/Sometimes Feel Great**, and a 10 is **Feel Great All of the Time**, how do you feel about yourself at this time?

Feel Terrible All the Time					Sometimes Feel Terrible/ Sometimes Feel Great					Feel Great All the Time
0	1	2	3	4	5	6	7	8	9	10

HOW DO YOU FEEL ABOUT YOUR FAMILY?

These questions ask you about how your family is doing. Please circle the response that best reflects **how you feel** about each of the things listed.

How **true** is each of the following statements about your family?	Not at All True	A Little True	Somewhat True	Mostly True	Always True
1. Our family finds spending time together fun and exciting………………………….	1	2	3	4	5
2. Our family finds mealtime nerve-wracking…………………………………….	1	2	3	4	5
3. Our family especially looks forward to certain holidays……………………………	1	2	3	4	5
4. Our family finds getting the children in bed at night enjoyable……………………	1	2	3	4	5
5. Our family finds the things we have to do around the house boring…………………	1	2	3	4	5
6. Our family finds visiting close friends or relatives relaxing………………………….	1	2	3	4	5
7. Our family finds it very tiring to go out together as a family………………………	1	2	3	4	5
8. Our family finds family gatherings stressful…………………………………	1	2	3	4	5

On the scale below, where a 0 is **None of the Time,** a 5 is **About Half the Time,** and a 10 is **All the Time**, which response best describes how much of the time your family spends together is satisfying to most family members?

None of the Time					About Half the Time					All the Time
0	1	2	3	4	5	6	7	8	9	10

Thank You for Completing This Questionnaire.

Everyday Parenting Scale

Respondent's Name:________________________________ Date:__________

Child's Name:________________________________ Site:__________

This scale asks you to indicate how you see yourself as a parent. The scale includes different things parents do or might think about everyday or almost every day. Please answer the questions by responding to the items with your child participating in the Children's Learning Opportunities Study in mind.

Please read each statement and circle the number that best reflects how you see yourself as a parent.	Never	Rarely	Some of the Time	More Often than Not	Most of the Time	Almost Always	Always
At the end of each day I feel satisfied with what I was able to accomplish with my child............	0	1	2	3	4	5	6
I easily can get my child to get ready to go to sleep or to go to bed...	0	1	2	3	4	5	6
Having to take care of my child interferes with me doing things I enjoy...	0	1	2	3	4	5	6
I often get a sense that I don't do the right things as a parent..	0	1	2	3	4	5	6
The more I try to get my child to learn new things, the more my child gets upset with me..........................	0	1	2	3	4	5	6
Each day I look forward to doing fun things with my child..	0	1	2	3	4	5	6
Being a good parent comes naturally to me................	0	1	2	3	4	5	6
Getting my child to listen to stories or look at a book with me is easy to do..	0	1	2	3	4	5	6
Some days taking care of my child just seems too much to handle..	0	1	2	3	4	5	6
Being a parent makes me feel nervous and uneasy........	0	1	2	3	4	5	6

PLEASE CONTINUE ON THE BACK PAGE

Please read each statement and circle the number that best reflects how you see yourself as a parent.	Never	Rarely	Some of the Time	More Often than Not	Most of the Time	Almost Always	Always
Keeping my child busy playing by herself/himself takes a lot of time and energy	0	1	2	3	4	5	6
I really enjoy holding and snuggling with my child	0	1	2	3	4	5	6
I feel good about how well I get my everyday parenting responsibilities done	0	1	2	3	4	5	6
I am really good at figuring out what my child likes to do	0	1	2	3	4	5	6
I'm not as affectionate with my child as I thought I would be	0	1	2	3	4	5	6
I'm not as good a parent as I thought I would be	0	1	2	3	4	5	6
Getting my child to settle down when (s)he is upset is hard for me to do	0	1	2	3	4	5	6
I am good at showing my child how much I love him/her	0	1	2	3	4	5	6
I think of myself as a really good parent	0	1	2	3	4	5	6
It's a breeze getting everyday parenting activities like feeding and bathing my child done	0	1	2	3	4	5	6
I don't enjoy being a parent as much as I thought I would	0	1	2	3	4	5	6
Being a parent isn't as rewarding as I thought it would be	0	1	2	3	4	5	6
People other than myself are better than me at getting my child to listen and behave	0	1	2	3	4	5	6
My child comes to me whenever (s)he needs to be comforted	0	1	2	3	4	5	6

THANK YOU FOR COMPLETING THIS SCALE

Escala de Experiencias de los Padres y el Niño

Nombre del Padre o Madre____________________________Fecha____________________

Nombre del Niño____Lugar____________________

Gracias por tomarse su tiempo en llenar este formulario. Este nos ayudará a tener una mejor idea acerca de usted y de su niño. La escala incluye preguntas sobre sentimientos y opiniones.
Por favor lea cada pregunta y haga un círculo en la respuesta que refleje mejor lo que sienta y lo que crea que es verdadero. Su opinión es lo más importante.

¿ Cómo es su niño?

Estas preguntas son acerca de qué es lo que su niño hace o le gusta hacer. Por favor marque con un círculo con qué frecuencia su niño hace lo que está en la lista de abajo durante un día común.

	¿Con qué frecuencia su niño hace lo siguiente?	Nunca	Una Vez	Algumas Veces	Varias Veces	Bastante
1.	Disfruta cuando está rodeado por otras personas	1	2	3	4	5
2.	Sonríe o ríe	1	2	3	4	5
3.	Trata con esfuerzo de hacer cosas que le gustan	1	2	3	4	5
4.	Se enoja o llora	1	2	3	4	5
5.	Le gusta hacer muchas cosas diferentes	1	2	3	4	5
6.	Se apega por mucho tiempo a una cosa que le gusta	1	2	3	4	5
7.	Se enoja o se frustra fácilmente	1	2	3	4	5
8.	Sabe como llamar la atención de los demás	1	2	3	4	5

En la escala que se muestra a continuación, el número 0 es **Nunca**, el 5 es **La Mitad del Tiempo**, y el 10 es **Mucho**, ¿Con qué frecuencia su niño se emociona (anima o alegra) por las cosas o personas a su alrededor?

Nunca 0	1	2	3	4	La Mitad del Tiempo 5	6	7	8	9	Mucho 10

¿ Qué tan bién le está yendo a su niño en su aprendizaje?

Estas preguntas son acerca de qué tan bien le está yendo a su niño. En este momento en la vida de su niño, ¿qué tan bien diría usted que su niño ha aprendido o desarrollado lo que se lista a continuación?

	¿ Qué tan bueno es su niño haciendo lo siguiente?	Mucho menos de lo que esperaba	Menos de lo que esperaba	Más o menos lo que esperaba	Más de lo que esperaba	Mucho más de lo que esperaba
1.	Haciendo cosas por sí mismo	1	2	3	4	5
2.	Poniéndose o quitándose la ropa	1	2	3	4	5
3.	Llevándose bien con otros niños	1	2	3	4	5
4.	Entendiendo el mundo que lo rodea	1	2	3	4	5
5.	Formando parte de actividades en la comunidad	1	2	3	4	5
6.	Haciendo que otras personas entiendan lo que quiere	1	2	3	4	5

En la escala que se muestra a continuación, el número 0 es **Mucho menos de lo que esperaba**, el 5 es **Más o menos lo que esperaba,** y el 10 es **Mucho más de lo que esperaba**, ¿Qué tanto su niño, ha aprendido las cosas que usted piensa, son importantes para los niños de su edad?

Mucho menos de lo que esperaba					Más o menos lo que esperaba					Mucho más de lo que esperaba
0	1	2	3	4	5	6	7	8	9	10

¿ Cuánto control o elección tiene usted?

Estas preguntas son acerca de cuánto control o elección tiene usted sobre distintas cosas que su niño hace. Por favor indique cuánto control o elección tiene usted sobre lo que se lista a continuación.

	¿ Cuánto control o elección tiene usted sobre :	Ninguno	Muy poco	Algo	Bastante	Siempre
1.	Lo que su niño aprende	1	2	3	4	5
2.	Cuando su niño tiene la oportunidad de hacer cosas que le son interesantes a el o ella.	1	2	3	4	5
3.	El tipo de experiencias de aprendizaje que su niño tiene	1	2	3	4	5
4.	Quién juega o está con su niño	1	2	3	4	5
5.	La frecuencia su niño hace cosas que le gustan	1	2	3	4	5

En la escala que se muestra a continuación, el número 0 es **Ningún control en absoluto, el 5 es Control la mitad del tiempo,** y el 10 es **Control todo el tiempo**, ¿Cuánto control tiene usted en hacer que su niño participe o se involucre en actividades en la casa o en la comunidad?

Ningún control en absoluto					Control la mitad del tiempo					Control todo el tiempo
0	1	2	3	4	5	6	7	8	9	10

¿Cómo le está yendo en la vida a usted y a su niño?

Estas preguntas son acerca de qué tan satisfecho está usted con distintas cosas en su vida. Por favor haga un círculo en las respuestas que mejor reflejen, qué tan satisfecho está con las siguientes situaciones.

¿ Qué tan satisfecho está usted con lo siguiente?		No satisfecho en absoluto	Un poco satisfecho	Algunas veces satisfecho	Mayormente satisfecho	Siempre satisfecho
1.	La manera cómo usted y su niño pasan tiempo libre juntos	1	2	3	4	5
2.	Las personas que usted ve para relajarse y divertirse	1	2	3	4	5
3.	La cantidad de tiempo que su familia pasa con otras personas	1	2	3	4	5
4.	Las cosas que usted y su niño hacen con otras personas	1	2	3	4	5
5.	La cantidad de tiempo que usted tiene para relajarse en su vida	1	2	3	4	5
6.	Las oportunidades que su familia tiene para disfrutar cosas bellas o placenteras	1	2	3	4	5

En la escala que se muestra a continuación, el número 0 es **La peor vida posible**, el 5 es **Algunas veces la peor/Algunas veces la mejor vida**, y el 10 es **La mejor vida posible**, ¿Cuál de los siguientes describe mejor sus sentimientos acerca de su vida en este momento?

La Peor Vida Posible					A veces la Peor/A veces la Mejor Vida Posible					La Mejor Vida Posible
0	1	2	3	4	5	6	7	8	9	10

¿ Cuánto le cuesta el esfuerzo?

Estas preguntas son acerca de cuánto esfuerzo le cuesta a usted hacer que su niño haga distintas cosas. ¿Cuánto esfuerzo le cuesta a usted hacer lo siguiente?

	¿ Cuánto esfuerzo le cuesta a usted hacer cada uno de lo siguiente?	No vale la pena el esfuerzo	Raramente vale la pena el esfuerzo	Algunas veces vale la pena el esfuerzo	La mayoría de las veces vale la pena el esfuerzo	Siempre vale la pena el esfuerzo
1.	Hacer que su niño se lleve bien con usted	1	2	3	4	5
2.	Hacer que su niño escuche o preste atención	1	2	3	4	5
3.	Sacar de paseo a su niño o llevarlo a visitas	1	2	3	4	5
4.	Hacer que su niño coma o tome	1	2	3	4	5
5.	Llevar a su niño a reuniones familiares o de la comunidad	1	2	3	4	5
6.	Hacer que su niño se ocupe de cosas en la casa	1	2	3	4	5

En la escala que se muestra a continuación, el número 0 es **Mucho más trabajo de lo que vale la pena**, el 5 es **Vale la pena el esfuerzo la mitad de las veces**, y el 10 es **Siempre vale la pena el esfuerzo**, ¿Cuánto esfuerzo le cuesta a usted hacer que su niño participe o se involucre en actividades familiares o de la comunidad?

0	1	2	3	4	5	6	7	8	9	10
Mucho Más Trabajo De Lo Que Vale La Pena					Vale La Pena El Esfuerzo La Mitad De Las Veces					Siempre Vale La Pena El Esfuerzo

¿ Cómo pasa el tiempo con su niño?

Estas preguntas son acerca de las diferentes cosas que usted tal vez haga con su niño. Por favor marque con un círculo la respuesta que mejor conteste cuantas veces usted hace lo que esta en la lista de abajo en un día común y corriente.

¿Cuántas veces usted hace cada una de las cosas siguientes en un día común y corriente?		Para Nada	Muy poco	Algo	Varias veces	Bastante
1.	Hace que su niño le escuche o se maneje bien.	1	2	3	4	5
2.	Disfruta observando a su niño jugar	1	2	3	4	5
3.	Abraza o besa a su niño	1	2	3	4	5
4.	Le enseña a su niño cosas que usted cree que son importantes para que el/ella aprenda	1	2	3	4	5
5.	Juega juegos con su niño	1	2	3	4	5
6.	Pretende tener conversaciones por teléfono con su niño	1	2	3	4	5
7.	Se asegura que su niño no se meta en problemas (travesuras)	1	2	3	4	5
8.	Elogia el esfuerzo de su niño al tratar de aprender cosas nuevas	1	2	3	4	5
9.	Hace las cosas que su niño quiere hacer	1	2	3	4	5
10.	Le dice a su niño que pare de hacer las cosas que usted no aprueba	1	2	3	4	5

En la escala que se muestra a continuación, el número 0 es **No le gusta para nada**, el 5 es **Algunas veces le gusta/Algunas veces no le gusta**, y el 10 es **Le gusta mucho**, ¿cuánto le gusta pasar el tiempo a usted haciendo cosas que a él o ella le gusta o encuentra divertido?

No le gusta para nada					A veces le gusta/ a veces no le gusta					Le gusta bastante
0	1	2	3	4	5	6	7	8	9	10

¿Cómo se siente usted acerca de sí mismo?

Estas preguntas son acerca de lo que las personas sienten en distintos momentos. Por favor, marque con un círculo la respuesta que indique, con qué frecuencia usted ha sentido cada uno de lo siguiente, **durante la semana pasada**

	¿Con qué frecuencia usted se sintió de este modo durante la semana pasada?	Para nada en absoluto	Una o dos veces	Varias veces	Muy a menudo	Todos los días
1.	Particularmente muy animado o interesado en algo	1	2	3	4	5
2.	Desanimado porque alguien lo criticó	1	2	3	4	5
3.	Muy Contento	1	2	3	4	5
4.	Aburrido	1	2	3	4	5
5.	Tan intranquilo que no se pudo sentar por mucho tiempo	1	2	3	4	5
6.	Complacido por un logro	1	2	3	4	5
7.	Que las cosas le estaban yendo bien	1	2	3	4	5
8.	Muy solitario o lejos de los demás	1	2	3	4	5
9.	Orgulloso porque alguien lo felicitó por algo que usted hizo	1	2	3	4	5
10.	Deprimido o decaído	1	2	3	4	5

En la escala que se muestra a continuación, el número 0 es **Sentirse terrible o mal todo el tiempo**, el 5 **Algunas veces sentirse terrible o mal/ Algunas veces sentirse muy bien o grandioso**, y el 10 es **Sentirse muy bien o grandioso todo el tiempo**, ¿Cómo se siente acerca de sí mismo en este momento?

Sentirse terrible o mal todo el tiempo					**Algunas veces sentirse mal/ Algunas veces muy bien**					**Sentirse muy bien o grandioso todo el tiempo**
0	1	2	3	4	5	6	7	8	9	10

¿ Cómo se siente acerca de su familia?

Estas preguntas son acerca de cómo le va a su familia. Por favor marque con un círculo la respuesta que mejor conteste cómo se siente usted acerca de cada uno de lo siguiente.

	¿Qué tan cierto es cada uno de los siguientes enunciados acerca de su familia?	No es verdad en absoluto	Un poco verdadero	Algo más verdadero	Mayor mente verdad	Siempre verdad
1.	Nuestra familia pasa el tiempo juntos de manera divertida y animosa	1	2	3	4	5
2.	Nuestra familia a la hora de las comidas nos sentimos muy tensos o nerviosos	1	2	3	4	5
3.	Nuestra familia espera ansiosa por ciertos feriados	1	2	3	4	5
4.	Nuestra familia encuentra divertido el hacer dormir al niño	1	2	3	4	5
5.	Nuestra familia se aburre con las cosas que tenemos que hacer en la casa	1	2	3	4	5
6.	Nuestra familia se siente relajada cuando visitamos familiares o amigos	1	2	3	4	5
7.	Nuestra familia se cansa mucho cuando salimos juntos como una familia	1	2	3	4	5
8.	Nuestra familia encuentra las reuniones familiares estresantes	1	2	3	4	5

En la escala que se muestra a continuación, el número 0 es **Nunca**, el 5 es **La Mitad del Tiempo**, y el 10 es **Todo el Tiempo**, ¿Qué respuesta describe mejor qué parte del tiempo que su familia pasa junta es satisfactorio para la mayoría de los miembros de esta?

Nunca					La Mitad del Tiempo					Todo el Tiempo
0	1	2	3	4	5	6	7	8	9	10

ESCALA DE CRIANZA DE NIÑOS DE TODOS LOS DIAS

Nombre del Padre o Madre ______________________ Fecha: ____________

Nombre del Niño: ____________________________ Lugar: ____________

Esta escala le pide que indique como se ve usted como padre. Esta escala incluye diferentes cosas que los padres hacen o pueden pensar hacer todos los días o casi todos los días. Por favor responda a las siguientes preguntas pensando en su niño que esta participando en el Estudio de Aumentar las Oportunidades de Aprendizaje de los Niños.

Por favor lea cada enunciado y circule el número que mejor refleje como se ve usted como padre.	Nunca	Rara Vez	Algo del Tiempo	Más veces si que no	La mayoría del tiempo	Casi Siempre	Siempre
1. Al final del día me siento satisfecho con lo que pude lograr hacer con mi niño……………………	0	1	2	3	4	5	6
2. Frecuentemente siento que no estoy haciendo lo correcto como padre ……………………………	0	1	2	3	4	5	6
3. Fácilmente puedo hacer que mi niño se aliste para irse a dormir o para la cama ………………	0	1	2	3	4	5	6
4. No soy tan cariñoso con ni niño como pense que iba a ser ……………………………………………	0	1	2	3	4	5	6
5. Cada día planeo en hacer cosas divertidas con mi niño ………………………………………………	0	1	2	3	4	5	6
6. Tratar de que mi niño aprenda cosas nuevas me pone triste y a mi niño también …………………	0	1	2	3	4	5	6
7. Es fácil hacer las actividades de todos los días como darle de comer o bañar a mi hijo ………..	0	1	2	3	4	5	6
8. No soy tan buen padre como pense que iba a ser………………………………………………………	0	1	2	3	4	5	6
9. Hacer que mi niño escuche historias o que mire un libro conmigo es fácil de hacer ………………	0	1	2	3	4	5	6
10. Ser padre me hace sentir nervioso e inquieto…..	0	1	2	3	4	5	6

POR FAVOR CONTINUE EN LA PARTE DE ATRAS

Evaluación de la Familia en las Prácticas de Intervención Temprana

Nombre ____________________________ Nombre del niño(a)____________________________

Este cuestionario está diseñado para que en sus respuestas se refleje con veracidad si los métodos y procedimientos que Ud. está usando para promover en su niño(a) oportunidades de aprendizaje como parte de la vida diaria de la familia y de la comunidad. Por favor, conteste cada enunciado pensando en las prácticas de intervención que Ud. está usando como parte de su participación en el estudio.

En que grado, los siguientes enunciados son correctos?	No Correcto	Un Poco Correcto	Algo Correcto	Correcto
1. El Recordatorio Semanal me ayuda a estar seguro(a) de hacer las actividades diarias de aprendizaje con mi hijo(a)	1	2	3	4
2. Los métodos que estoy aprendiendo para enseñar a mi hijo(a) me ayuda a enfocarme en las fortalezas y capacidades de mi hijo(a)	1	2	3	4
3. Yo encuentro los métodos de enseñanza beneficiosos para ayudar a mi hijo(a) aprender	1	2	3	4
4. Los métodos que estoy aprendiendo interrumpen otras cosas que necesito hacer	1	2	3	4
5. El Recordatorio Semanal es más problemático que lo que vale la pena usarlo	1	2	3	4
6. Los métodos de enseñanza que estoy usando son fáciles de hacer como parte de las actividades diarias de mi familia	1	2	3	4
7. Hacer que mi hijo(a) aprenda lo que yo quiero, se ha hecho más fácil desde que estoy envuelto(a) en el estudio	1	2	3	4
8. Los métodos de enseñanza que estoy usando hacen que mi hijo(a) aprenda bastantes cosas nuevas	1	2	3	4
9. Los métodos que estoy aprendiendo en este estudio se acomodan a la vida, estilo, y horario de mi familia	1	2	3	4
10. Yo no encuentro los métodos de enseñanza de gran ayuda o efectivos	1	2	3	4
11. Las cosas que estoy aprendiendo en el estudio me han ayudado a ver nuevas posibilidades de aprendizaje para mi niño(a)	1	2	3	4
12. Los métodos de enseñanza me ayudan a ver el valor de las oportunidades diarias de aprendizaje	1	2	3	4
13. Ser parte de este estudio está haciendo que las interacciones y actividades diarias con mi hijo(a) sean más divertidas y de hecho las estoy disfrutando más	1	2	3	4
14. Los métodos que estoy aprendiendo en este estudio, me han servido de ayuda en darme nuevas ideas para ayudar a mi hijo(a) aprender	1	2	3	4
15. El Recordatorio Semanal es algo que yo intento continuar usando después que el estudio termine	1	2	3	4
16. Los métodos de enseñanza son de mucha ayuda para que mi hijo(a) haga cosas, que en mi opinión son importantes para que él/ella aprenda	1	2	3	4
17. Las cosas que me han pedido hacer para enseñar a mi hijo(a) no son de gran ayuda	1	2	3	4
18. Los métodos que estoy aprendiendo en el estudio me han ayudado a organizar las actividades de aprendizaje de mi niño(a)	1	2	3	4

BEST COPY AVAILABLE

Running Head: PARENTING BEHAVIOR SCALE

Alternative Early Intervention Service Delivery Models for Latino Families Whose Children are English Language Learners

PARENTING COMPETENCE AND CONFIDENCE SCALE

Routine-Based Study

February 9, 2000

Parenting Competence and Confidence Scale

This investigator-administered scale is used to make global ratings of several different dimensions of parenting competence and confidence. Competence is measured in terms of three different aspects of parenting capabilities. The three dimensions of parenting competence assessed by the scale are: Effort, strategizing, and performance. Confidence is measured in terms of three different aspects of parenting self-assuredness. The three dimensions of parenting confidence assessed by the scale are: Emotional regulation, management, and pride. The six scale items are assessed in terms of everyday parenting and child rearing tasks, responsibilities, and duties observed during a family visit. Everyday parenting includes such things as readying the child to eat, picking up toys, fixing meals for a child, arranging the environment as a way of engaging the child, getting the child dressed, comforting the child, and so forth. The items differ from those on the Parent Behavior Rating Scale inasmuch as they do not require parent/child interactions in order to be scored.

Scoring Instructions

The items are "administered" and scored based on the aggregate observations of a parent during a single family visit (observational period). Individual items are rated separately and without reference (to the extent possible) to other items. Each item is scored by "starting" at the midpoint and asking whether one of the responses on either side of the midpoint is a better description of the parenting behavior. If this is the case, the next decision is based on whether the extreme rating is more characteristic or less characteristic of the parent's behavior. The 1 and 5 ratings should be used sparingly, and only when the behavior ratings "best" describe the particular aspect of parenting competence or competence being scored.

Ratings should be based on observed behavior rather than on observer's general impression. If there is a question between a rating of 1 and 2, score a 2. If there is a question between a rating of 4 and 5, score a 4.

Scale Items

Competence Items

EFFORT. This item assesses the amount of effort a parent puts into carrying out everyday parenting and child rearing responsibilities. Effort is assessed in terms of the attention and intensity a parent invests in doing everyday parenting tasks. Low effort parenting is characterized by only fleeting attention and minimal effort, whereas high effort parenting is characterized by sustained attention and maximum effort to parenting tasks.

1... Low Attention, Low Intensity. Parent pays little or no attention to parenting tasks, and what attention is paid is done at a very low level of intensity.

2... Some Attention, Low Intensity. Parent "goes through the motions" of completing parenting tasks, but they are done at a low level of intensity.

3... Moderate Attention, Moderate Intensity. Parent pays considerable attention to doing parenting tasks and they are completed at a moderate level of intensity.

4... High Attention, Moderate Intensity. Parent pays sustained attention to doing parenting tasks and completes them at a moderate level of intensity.

5... High Attention, High Intensity. Parent pays sustained attention to doing parenting tasks and completes them at a high level of intensity.

STRATEGIZING. This item assesses the range and variation in the methods and techniques used to carry out everyday parenting and child rearing responsibilities. Strategizing is assessed in terms of how many different things or ways a parent does to accomplish parenting tasks. Lack of strategization is characterized by minimal or no variation in how tasks are completed, whereas a high degree of strategization is characterized by variety and context-specific differentiation in how tasks are done.

1... Little or No Strategizing. Parent completes parenting tasks in a mechanical manner with little or no context-specific variation in how the tasks are completed.

2... Minimal Strategizing. Parent shows some variation in how parenting tasks are completed but most tasks are done in a mechanical manner.

3... Moderate Strategizing. Parent completes parenting tasks showing some context-specific variation but is not at all inventive or resourceful in how tasks are completed.

4... High Strategizing. Parent shows considerable context-specific variation in completing parenting tasks and is somewhat inventive and resourceful in how tasks are completed.

5... Inventive Strategizing. Parent shows a great deal of context-specific variation in completing parenting tasks and is also highly ingenious and creative in how tasks are done.

PERFORMANCE. This item assesses a parent's ability to perform the requisite skills needed to carry out everyday parenting and child rearing responsibilities. Performance is assessed in terms of how well a parent accomplishes parenting tasks. Poor performance is characterized by limited ability or lack of involvement to fulfill parenting tasks, whereas superior performance is characterized by a broad range of capabilities.

1... Poor Performance. Parent is mostly inept at or uninvolved in doing parenting tasks; (s)he seems to mostly do all the wrong things or to make very few attempts in carrying out parenting responsibilities.

2... Low Performance. Parent is able to complete some parenting tasks in a competent manner but doing so seems difficult or not a priority.

3... Adequate Performance. Parent completes parenting tasks in a manner that "gets the job" done; (s)he has mastered what is needed to do the tasks in a satisfactory fashion.

4... Good Performance. Parent is especially good at completing parenting tasks in an efficient manner; she is able to fulfill his/her parenting roles in a way reflecting a high degree of mastery.

5... Superior Performance. Parent does "all the right things" in almost every parenting task (s)he completes.

Confidence Items

EMOTIONAL REGULATION. This item assesses the amount of emotional and affective behavior a parent invests in carrying out everyday parenting and child rearing responsibilities. Emotional regulation is assessed in terms of the emotional energy a parent devotes to doing parenting activities. Poor emotional energy is characterized by a disattachment and lack of interest in parenting tasks, whereas good emotional energy is characterized by high levels of interest and investment.

1... Emotionally Disattached. Parent is disinterested in completing parenting tasks; at times there is even some negative emotions displayed in doing the tasks.

2... Low Emotional Regulation. Parent shows very little emotional investment in doing parenting tasks; (s)he gets the job done but seems mostly disinterested.

3... Moderate Emotional Regulation. Parent's emotional investment in doing parenting tasks is "even tempered;" (s)he demonstrates a level of emotional energy that shows (s)he is interested but not emotionally attached to doing the tasks.

4... High Emotional Regulation. Parent shows a high level of emotional energy in doing parenting tasks; (s)he is clearly interested in insuring that things are done right.

5... Emotionally Attached. Parent demonstrates a very high level of emotional energy; (s)he clearly enjoys and is invested in doing parenting tasks.

MANAGEMENT. This item assesses the degree to which a parent is able to manage and juggle the many different things necessary to carry out everyday parenting and child rearing responsibilities. Management is assessed in terms of how flustered or relaxed a parent is in doing parenting tasks. Poor management is characterized by chaotic and reactive parenting abilities, whereas good management is characterized by proactive and easy, laid back approach to parenting.

1... Very Poor Management. Doing everything that needs to get done is just too much to handle or the parent isn't able to manage all that (s)he needs to get done. Because the parent is overwhelmed, everything may seem chaotic and disorganized.

2... Poor Management. Parenting tasks don't get done as well as they could; some tasks may fluster the parent or may not seem important to the parent. Some things are more chaotic and disorganized than others, or things needing to get done don't get done.

3... Adequate Management. Parent is able to manage and juggle all that needs to get done; (s)he is neither flustered by the tasks nor is (s)he relaxed in how tasks are completed.

4... Good Management. Parent is able to manage and juggle everything that needs to get done and (s)he shows a relaxed sense about getting things done.

5... Very Good Management. Parent is especially efficient in managing and juggling everything that needs to get done; and parenting tasks are accomplished in a very relaxed manner.

PRIDE. This item assesses the degree of gratification and satisfaction a parent derives in carrying out everyday parenting and child rearing responsibilities. Pride is assessed in terms of a parent displaying a sense of joy and pleasure in doing parenting tasks. Lack of pride is characterized by no or minimal pleasure and enjoyment, whereas a sense of pride is characterized by delight and enjoyment in doing parenting tasks.

1... Enjoyment Absent. Parent shows no joy or pleasure in completing parenting tasks.

2... Low Enjoyment. Parent shows some expression of joy or pleasure in completing some parenting tasks but not others.

3... Moderate Enjoyment. Parent shows a moderate level of joy and pleasure in completing most parenting tasks; it is clear (s)he likes the job of being a parent.

4... High Enjoyment. Parent shows an excitement in how (s)he completes parenting tasks; (s)he clearly derives a lot of pleasure in doing a good job.

5... Exorbitant Enjoyment. Parent is especially excited about his/her parenting roles; (s)he shows a very high level of joy and pleasure in being a parent; (s)he communicates an attitude of "damn I'm good."

PARENTING COMPETENCE AND CONFIDENCE SCALE

SCORE SHEET

Child's Name________________ Date________________ Session________

Parent's Name________________ Rater____________ State____________

Circle the rating corresponding to the scoring criteria for the scale items based on observations of the entire family visit.

	Ratings				
Effort	1	2	3	4	5
Strategizing	1	2	3	4	5
Performance	1	2	3	4	5
Emotional Regulation	1	2	3	4	5
Management	1	2	3	4	5
Pride	1	2	3	4	5

FIELD NOTES

Running Head: BEHAVIORAL RATING SCALE

Alternative Early Intervention Service Delivery Models for Latino Families Whose Children are English Language Learners

CHILD BEHAVIORAL CHARACTERISTICS RATINGS SCALE

Routine-Based Study

Revised Version

February 9, 2000

Child Behavioral Characteristics Rating Scale

This investigator scored scale is used to assess multiple dimensions of a child's behavioral and interactional style with the social and physical environment. The scale has four subscales, each measuring a particular dimension of child behavioral characteristics: Social Responsiveness, Cognitive Style, Positive Affect, and Negative Affect. Each subscale includes five items that measure one or more aspects of child behavioral characteristics. The Social Responsiveness and Cognitive Style subscales each include five behavioral descriptors of child characteristics for scoring the items, whereas items on the Positive Affect and Negative Affect subscale items are rated as *not at all* to *almost all the time*.

Scoring Instructions

The scale is "administered" and scored based on the aggregate observations of a child during a single family visit (observational period). Individual items are rated separately and without reference (to the extent possible) to other items. Each item is scored by "starting" at the midpoint and asking whether one of the responses on either side of the midpoint is a better description of the child's behavioral style. If this is the case, the next decision is based on whether the extreme rating is more characteristic or less characteristic of the child's behavior. The 1 and 5 ratings should be used sparingly, and only when the behavior ratings "best" describe the child's interactional style.

Ratings should be based on observed behavior rather than the observer's general impression. If there is a question between a rating of 1 and 2, score a 2. If there is a question between a rating of 4 and 5, score a 4.

CHILD BEHAVIORAL CHARACTERISTICS RATING SCALE

Rater ________________________ Date ____________

Child's Name ________________________ Site ____________

Observational Setting of Location: ________________________

The Child Characteristics Rating Scale includes four subscales: Social Responsiveness, Cognitive Style, Positive Affect, and Negative Affect. The ratings on the scale are based on the child's behavior during the entire family visit (observation period). The markers for each item are self-explanatory. The items are constructed so that 1 represents the most basic value and 5 represents the optimal response (except for the Negative Affect Scale, where the reverse is true). Circle the response which best describes the child's behavior during the observation period.

SOCIAL RESPONSIVENESS

1. Child's Interaction with Adults (Quality of the interaction with adults)
    1. Persistently avoids and resists adult's initiations
    2. Avoids but generally does not resist adult
    3. Is wary and hesitant in interacting with adult
    4. Accepts adult
    5. Interacts with adult in friendly manner

2. Social Participation (Involvement with the adult during the observation period)
    1. (a) Unaware of adult or materials and/or (b) resists materials and suggestions, making activity impossible
    2. Fails to participate on one or two specific aspects of the activity settings or refuses to participate during part of activity settings
    3. Participates only with constant reinforcement
    4. Cooperates with routine requirements of activity settings
    5. Readily and enthusiastically participates in suggested activities

3. Social Orientation (Responsiveness to persons)
    1. Behavior towards persons is not different from behavior towards objects and/or is not responsive to human movement or sounds
    2. Responds to direct physical stimulation (e.g., dressing, bouncing, jostling, etc.) with passive interest
    3. Responds briefly to specific social stimulation (e.g., talking, cooing) but exhibits no general awareness of others present
    4. Responsive to social stimulation and other persons but does not initiate social interaction
    5. Actively initiates (reaches for, vocalizes to) and maintains social interaction

4. Social Engagement (Child's engagement of adults or children)

   1. Does not attempt to engage others during the observation period
   2. One or two attempts to engage others
   3. Three or four attempts to engage others
   4. Five or six attempts to engage others
   5. Consistently engages others during the observation period

5. Consolability (The degree to which the child is responsive to the adult's attempts to calm the child when he/she gets upset)

   1. Child cannot be consoled by adult; must terminate session
   2. Child requires removal from stimulation (needs to be left alone for some specific length of time)
   3. Child requires sustained (5 min.) physical contact -- hugging, rocking, holding -- by caregiver to calm child
   4. Child requires brief physical contact -- hug, hold, touch
   5. Child can be consoled by verbal reassurance and/or social smile

______ Child did not get upset

COGNITIVE STYLE

1. Motivation (Amount of reinforcement needed to elicit and/or maintain orientation to activity settings)

   1. Child does not perform and/or respond despite immediate tangible rewards and social reinforcement
   2. Child performs and/or responds to tasks if provided immediate, constant, tangible rewards, including social reinforcement
   3. Child performs and/or responds to most tasks and/or situational demands if provided frequent, tangible rewards and social reinforcement
   4. Child performs and/or responds if provided fairly constant social reinforcement, but does not need tangible rewards
   5. Child performs and/or responds if provided frequent or occasional social reinforcement, but does not need tangible rewards

2. Endurance (Tolerance of child for demands of situation)

   1. No endurance at all and/or immediately shows restlessness, frustration, disinterest, and/or falls asleep
   2. Minimal endurance and/or can tolerate no more than 5 minutes of sustained activity
   3. Little endurance and/or can tolerate 10-15 minutes of sustained activity, some fussiness and/or restlessness
   4. Some endurance and/or can tolerate 10-15 minutes of sustained activity, no fussiness or restlessness
   5. Adequate endurance and/or can tolerate 15-30 minutes of sustained activity, some fussiness or restlessness

3. Goal Directedness (Persistence in goal-directed effort relative to task demands)

   1. No evidence of directed effort -- holds or releases materials passively at caregiver's instigation
   2. Evidence of only one attempt to get an object and/or achieve a goal problem
   3. Makes only a few attempts to reach goal, is easily distracted and/or gives up easily
   4. Makes several attempts but may be less than appropriate to task demands
   5. Efforts to achieve goals appropriate to task demands

4. Activity Level (Amount of gross body movement)

   1. No self-initiated movement, only responds to intrusive stimuli (e.g., startle, knee jerk, etc.)
   2. Only eye or head movement -- very inactive
   3. Some movement, primarily of extremities (e.g., head rocking, arm-waving, leg-kicking, etc.)
   4. Underactive, occasional adjustment to situational demands
   5. Activity level generally appropriate to situational demands and age

5. Attention Span (Degree of persistence in attending to any one object, person, or activity)

   1. No visible attention to external stimuli
   2. Fleeting attention to intrusive stimuli only (e.g., loud noises, bright light, physical contact)
   3. Attends to new stimuli in environment for less than 10 sec., easily distracted by incidental activity
   4. Attends to stimuli for short periods (less than 30 sec.), soon searching for something new
   5. Attends to each new stimulus for as long as is appropriate in situation -- switches attention to next stimulus as presented

Remember to complete the back page.

POSITIVE AFFECT

		Not at all	Once	Several Times	Much of the time	Almost all the time
1.	Smile - Upward curving of corners of mouth accompanied by brightening of eyes	1	2	3	4	5
2.	Laughter - Smile accompanied by a chuckle or explosive sound denoting amusement or pleasure	1	2	3	4	5
3.	Cooing/Vocalizations - Low, soft, pleasant sounds	1	2	3	4	5
4.	Animated Expression - Bright-eyed, wide awake appearance	1	2	3	4	5
5.	Squealing - Shrill cry of excitement	1	2	3	4	5

NEGATIVE AFFECT

		Not at all	Once	Several Times	Much of the time	Almost all the time
1.	Crying - Loud vocal expression of distress, rage, or pain, usually accompanied by tears	1	2	3	4	5
2.	Fussing - Low level vocalization expressing irritability or agitation	1	2	3	4	5
3.	Withdrawal/Avoidance - Retreats, turns away from undesirable event	1	2	3	4	5
4.	Listlessness - Lack of inclination to do anything; face lacks expression	1	2	3	4	5
5.	Apprehension/Fear - Nervous, anxious, agitated expression and/or vocalizations	1	2	3	4	5

c:\personal\early childhood learning opps\Case Study Outcomes\Scales\Child Behavioral Characteristics File REVISED BY TO December 15, 1999

Dunst, C.J., Trivette, C.M., Parkey, C.K., Gatens, M.C., Mankinen, M.N., 1990

Adapted from Simeonsson, R.J. (1979). Carolina Record of Individual Behavior

Child Behavior Characteristics Ratings Scale

Scoring Form

Child's Name____Date______________

Parent's Name____Rater______________

Circle the rating corresponding to the scoring criteria for the scale items.

	Ratings				
	1	2	3	4	5
Social Responsiveness					
1. Child's Interactions with Adults	1	2	3	4	5
2. Social Participation	1	2	3	4	5
3. Social Orientation	1	2	3	4	5
4. Social Engagement	1	2	3	4	5
5. Consolability- Child did not get upset ______	1	2	3	4	5
Cognitive Style					
1. Motivation	1	2	3	4	5
2. Endurance	1	2	3	4	5
3. Goal Directedness	1	2	3	4	5
4. Activity Level	1	2	3	4	5
5. Attention Span	1	2	3	4	5
Positive Affect					
1. Smile	1	2	3	4	5
2. Laughter	1	2	3	4	5
3. Cooing/Vocalizations	1	2	3	4	5
4. Animated Expression	1	2	3	4	5
5. Squealing	1	2	3	4	5
Negative Affect					
1. Crying	1	2	3	4	5
2. Fussing	1	2	3	4	5
3. Withdrawal/Avoidance	1	2	3	4	5
4. Listlessness	1	2	3	4	5
5. Apprehension/Fear	1	2	3	4	5

Running Head: PARENT BEHAVIOR SCALE

Alternative Early Intervention Service Delivery Models for Latino Families Whose Children are English Language Learners

PARENT BEHAVIOR RATING SCALE

Gerald Mahoney and Amy Powell

Routine-Based Study

March 13, 2000

Parent Behavior Rating Scale

This investigator scored scale is used to measure multiple dimensions of a parent's behavioral and interactional style. A subset of the 12 original Mahoney and Powell (1988) items are scored to obtain global or overall measures of parenting behavior. The items used are: parent enjoyment, parent sensitivity to child's interest, parent responsiveness, achievement orientation, parenting effectiveness, parenting directiveness, parenting warmth, inventiveness, and verbal praise.

Scoring Instructions

The items are "administered" and scored based on the aggregate observations of a parent during a single family visit (observational period). Individual items are rated separately and without reference (to the extent possible) to other items. Each item is scored by "starting" at the midpoint and asking whether one of the responses on either side of the midpoint is a better description of the parent's behavior and style. If this is the case, the next decision is based on whether the extreme rating is more characteristic or less characteristic of the parent's behavior and style. The 1 and 5 ratings should be used sparingly, and only when the behavior ratings "best" describe a parent's interactional style.

Ratings should be based on observed behavior rather than on the observer's general impression. If there is a question between a rating of 1 and 2, score a 2. If there is a question between a rating of 4 and 5, score a 4.

Score Sheet goes after the above, then a copy of Mahoney & Powell's instructions.

PARENT BEHAVIOR RATING SCALE
Gerald Mahoney and Amy Powell
(August, 1988)

ENJOYMENT This item assesses the parent's enjoyment of interacting with the child. Enjoyment is experienced and expressed in response to the child's spontaneous expressions or reactions and behavior when interacting with parent. There is enjoyment in response to the child rather than the activity the child is pursuing.

1 Enjoyment is absent. Parent may appear rejecting of the child as a person.

2 Enjoyment is seldom manifested. Parent may be characterized by a certain woodenness. Parent does not seem to enjoy the child per se.

3 Pervasive enjoyment but low-intensity. Occasionally manifests delight in child.

4 Enjoyment is the highlight of the interaction. Enjoyment occurs in the context of a warm relaxed atmosphere. Parent manifests delight fairly frequently.

5 High enjoyment. Parent is noted for the buoyancy and display of joy, pleasure, delighted surprise at the child's unexpected mastery.

ENSITIVITY TO CHILD'S INTEREST This item examines the extent to
ich the parent seems aware of and understands the child's activity
play interests. This item is assessed by the parent's engaging in
e child's choice of activity, parent's verbal comments in reference
child's interest and parent's visual monitoring of child's behavior
activity. Parents may be sensitive but not responsive - such as in
tuations where they describe the child's interests but do not follow
support them

1 Highly insensitive. Parent appears to ignore child's show of interest. Parent rarely comments on or watches child's behavior and does not engage in child's choice of activity.

2 Low sensitivity. Parent occasionally shows interest in the child's behavior or activity. Parent may suddenly notice where child is looking or what child is touching but does not continue to monitor child's behavior or engage in activity.

3 Moderately sensitive. Parent seems to be aware of the child's interests; consistently monitors child's behavior but ignores more subtle and hard-to-detect communications from the child.

4 High sensitivity. Parent seems to be aware of the child's interests; consistently monitors the child's behavior but is inconsistent in detecting more subtle and hard-to-detect communications from the child.

5 Very high sensitivity. Parent seems to be aware of the child's interests; consistently monitors the child's behavior and follows interest indicated by subtle and hard-to-detect communications from the child.

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RESPONSIVENESS This item rates the appropriateness of the parent's responses to the child's behaviors such as facial expression, vocalizations, gestures, signs of discomfort, body language, demands, intentions.

1 Highly unresponsive. There is a chronic failure to react to the child's behaviors. The extremely unresponsive parent seems geared almost exclusively to his or her won wishes, moods, and activities. Parent's interventions and initiation of interaction are prompted or shaped largely by signals within himself/herself.

2 Unresponsive. Parent's responses are inconsistent and may be inappropriate or slow.

3 Consistently responsive. Parent responds consistently to the child's behavior but may at times be slow or inappropriate.

4 Responsive. Parent responds to the child's behavior appropriately and promptly throughout the interaction.

5 Highly responsive. This parent responds promptly and appropriately to even subtle and hard-to-detect behavior of the child.

CHIEVEMENT ORIENTATION This item is concerned with the parent's ncouragement of sensorimotor and cognitive achievement. This item ssesses the amount of stimulation by the parent, which is overtly riented toward promoting the child's developmental progress. This tem assesses the extent to which the parent fosters sensorimotor and ognitive development whether through play, instruction, training, or ensory stimulation and includes the energy which the parent exerts in triving to encourage the child's development.

1 Very little encouragement. Parent makes no attempt or effort to get the child to learn.

2 Little encouragement. Parent makes a few mild attempts at fostering sensorimotor development in the child but the interaction is more oriented to play for the sake of playing rather than teaching.

3 Moderate encouragement. Parent continually encourages sensorimotor development of the child either through play or training but does not pressure the child to achieve.

4 Considerable encouragement. Parent exerts some pressure on the child toward sensorimotor achievement, whether as unilateral pressure or in a pleasurable interactional way and whether wittingly or unwittingly.

5 Very high encouragement. Parent exerts much pressure on the child to achieve. Parent constantly stimulates him toward sensorimotor development, whether through play or obvious training. It is obvious to the observer that it is very important to the parent that the child achieve certain skills.

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FFECTIVENESS This item refers to the parent's ability to engage the hild in the play interaction. It determines the extent to which arent is able to gain his attention, cooperation and participation in he overall situation or specific activities which are presented.

1 Parent is very ineffective in keeping the child engaged in the interaction. The parent makes attempts to elicit the child's cooperation, but almost invariably fails. Most of the attempts are characterized by poor timing, lack of clarity or firmness, and/or appear to be half-hearted. Parent may give the appearance of helplessness where the child is concerned.

2 Parent mostly ineffective in keeping the child engaged in the interaction. In a few instances only, the parent is able to gain the child's cooperation, but is most often unsuccessful.

3 Parent is moderately successful in keeping the child engaged in the interaction. Parent succeeds approximately half of the time in eliciting the child's cooperation.

4 Parent keeps the child engaged throughout most of the interaction. For the most part, parent is successful in eliciting the child's cooperation.

5 Parent is able to keep the child engaged willingly throughout the entire interaction. Add, the parent will be characterized by clarity of intent, good timing, respect for the child's needs in shifting gears, flexibility to insure understanding, and firmness of his/her expectation.

~~**CEPTANCE** This item assesses the extent to which the parent proves of the child and the child's behavior. Acceptance is asured by the intensity of positive affect expressed toward the ild and the frequency of approval expressed either verbally or nverbally.~~

~~1 Rejecting. This parent rarely shows positive emotion. Parent is continually disapproving of the child and the child's behavior.~~

~~2 Low acceptance. This parent shows little positive affect toward the child. Parent may show some disapproval of the child and the child's behavior but mostly remains neutral.~~

~~3 Accepting. This parent indicates general acceptance of the child; parent approves of the child and child's behavior in situations where approval would normally be appropriate.~~

~~4 Very accepting. Emphasis is on approval; this parent shows higher than average positive affect and is generous with approval.~~

~~5 High acceptance. This parent is effusive with approval and admiration of the child. Parent approves and praises even ordinary behavior; intense positive affect is displayed throughout the interaction.~~

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~~**PACE** This item examines the parent's rate of behavior. The parent's pace is assessed apart from the child's; it is not rated by assessing the extent to which it matches the child's pace but as it appears separately from the child.~~

~~1 Very slow. This parent is almost inactive. Pace is very slow with long periods of inactivity.~~

~~2 Slow. This parent's tempo is slower than average and there may be some periods of inactivity.~~

~~3 Average pace. This parent is neither strikingly slow nor fast. Tempo appears average compared to other parents.~~

~~4 Fast. This parent's pace is faster than average.~~

~~5 Very fast. Parent's rapid fire behavior does not allow the child time to react.~~

DIRECTIVENESS This item measures the frequency and intensity in which the parent requests, commands, hints or attempts in other manners to direct the child's immediate behavior.

1 Parent allows child to initiate or continue activities of his own choosing without interfering. Parent consistently avoids volunteering suggestions and tends to withhold them when they are requested or when they are the obvious reaction to the immediate situation. Parent attitude may be "do it your own way."

2 Parent occasionally makes suggestions. This parent rarely tells the child what to do. He/she may respond with advice and criticism when help is requested but in general refrains from initiating such interaction. On the whole, this parent is cooperative and non-interfering.

3 The parent's tendency to make suggestions and direct the child is about equal to the tendency to allow the child self-direction. The parent may try to influence the child's choice of activity but allow him independence in the execution of his play, or he may let the child make his own choice but be ready with suggestions for effective implementation.

4 Directive. Parent occasionally withholds suggestions but more often indicates what to do next or how to do it. Parent produces a steady stream of suggestive remarks and may initiate a new activity when there has been no previous sign of inertia and/or resistance shown by the child.

5 Very directive. Parent continually attempts to direct the minute details of the child's "free" play. This parent is conspicuous for the extreme frequency of interruption of the child's activity-in-progress, so that the parent seems "at" the child most of the time - instructing, training, eliciting, directing, controlling.

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XPRESSIVENESS This item measures the tendency of the parent to xpress and react emotionally toward the child. It assesses the bility of the parent to use facial expression, body language and oice quality to express a range of emotions toward the child. Both he intensity, animation and frequency are considered in these atings.

1 Highly inexpressive. Parent may inhibit body language appearing rigid; almost motionless. Parent exhibits flat affect; voice quality is dull and facial expression varies little.

2 Low overt expressiveness. Parent appears bland but does exhibit some affective quality in body language, voice quality and facial expression. May not respond to situations that would normally elicit an emotional reaction.

3 Moderate overt expressiveness. Parent responds to situations that would normally elicit an emotional reaction.

4 Overtly expressive. Parent uses body language, voice quality and facial expression in an animated manner to express emotion toward the child. Parent is generally enthusiastic but not extreme in expressiveness.

5 Highly expressive. Parent is extreme in expression of all emotions using body language, facial expression and voice quality. Appears very animated. These parents are "gushers."

RMTH This item rates the demonstration of warmth to a child which positive attitude revealed to the child through pats, lap-holding, resses, kisses, hugs, tone of voice, and verbal endearments. Both e overt behavior of the parent and the quality of fondness conveyed e included in this rating. It examines positive affective pression; the frequency and quality of expression of positive elings by the parent and the parent's show of affection.

1 Very low. Positive affect is lacking. Parent appears cold and reserved, rarely expresses affection through touch, voice.

2 Low. Parent occasionally expresses warmth through brief touches and vocal tone suggests low intensity of positive affect.

3 Moderate. Pervasive low-intensity positive affect is demonstrated throughout the interaction. Fondness is conveyed though touch and vocal tones.

4 High. Affection is expressed frequently through touch and vocal tone. Parent may verbalize terms of endearment.

5 Very high. Parent openly expresses love for the child continually and effusively through touch, vocal tone and verbal endearments.

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INVENTIVENESS This item assesses the range of stimulation parents provide their child; the number of different approaches and types of interactions and the ability to find different things to interest the hild, different ways of using toys, combining the toys and inventing ames with or without toys. Inventiveness is both directed toward and ffective in maintaining the child's involvement in the situation. nventiveness does not refer merely to a number of different, random ehaviors, but rather to a variety of behaviors which are grouped ogether and directed towards the child.

1 Very small repertoire. Parent is unable to do almost anything with the child, parent seems at a loss for ideas, stumbles around, is unsure of what to do. Parent's actions are simple, stereotyped and repetitive.

2 Small repertoire. Parent does find a few ways to engage the child in the course of the situation, but these are of limited number and tend to be repeated frequently, possibly with long periods of inactivity. Parent uses the toys in some of the standard ways, but does not seem to use other possibilities with toys or free play.

3 Medium repertoire, Parent performs the normal playing behaviors of parenthood, shows ability to use the standard means of playing with the toys, and the usual means of free play. Parent shows some innovativeness in play and use of toys.

4 Large repertoire. Parent shows ability to use all the usual playing behaviors of parenthood, but in addition is able to find uses which are especially appropriate to the situation and the child's momentary needs.

5 Very large repertoire. Parent consistently finds new ways to use toys and/or actions to play with the child. Parent shows both standard uses of toys as well as many unusual but appropriate uses, and is continually able to change his/her behavior in response to the child's needs and state.

RBAL PRAISE This scale assesses how much verbal praise is given to e child. Examples of verbal praise are "good boy," "thatsa girl," ood job." Praise in the form of smiles, claps or other expressions approval are not included unless accompanied by a verbal praise. aise may be given for compliance, achievement or for the child being mself.

1 Verbal praise is not used by the parent in the interaction even in situations which would normally elicit praise from the parent.

2 Parent uses verbal praise infrequently throughout the interaction.

3 Parent uses an average amount of verbal praise during the interaction. Parent praises in most situations which would normally elicit praise.

4 Praises frequently. Parent verbally praises the child frequently for behavior or for the child being himself.

5 Very high frequency of verbal praise from the parent even for behavior which would not normally elicit praise.

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Parent Behavior Rating Scale

Child's Name____________________________Date____________Session____________

Parent's Name___________________________Rater____________State____________

Circle the rating corresponding to the scoring criteria for the scale items based on observations of the entire family visit.

	Ratings				
Enjoyment	1	2	3	4	5
Sensitivity to Child's Interest	1	2	3	4	5
Responsiveness	1	2	3	4	5
Achievement Orientation	1	2	3	4	5
Effectiveness	1	2	3	4	5
Directiveness	1	2	3	4	5
Expressiveness	1	2	3	4	5
Warmth	1	2	3	4	5
Inventiveness	1	2	3	4	5
Verbal Praise	1	2	3	4	5

FIELD NOTES

DOCS

Developmental Observation Checklist System

PART 1
DEVELOPMENTAL CHECKLIST (DC) PROFILE/RECORD FORM

Section I. Identifying Information

name ______________________ Male ____ Female ____

	Year	Month	Day
sted	____	____	____
birth	____	____	____
e	____	____	____

______________________ Grade ________

dent's name ______________________

ıship to child ______________________

ər's name ______________________

ər's title ______________________

Section II. Administration Conditions

The DOCS administered in

One session ____________ Administration time ________

Two sessions ____________ Administration time ________

Three or more ____________ Administration time ________

Place tested ______________________

Reading assistance provided Yes ______ No ______

Length of time respondent has known child ____________

Section IV. Observations, Interpretations, and Recommendations

LATINO PROJECT

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PRO-ED, Inc.
6 7 8 9 10 11 12 13 14 15 04 03 02 01 00 99

Additional copies of this form (#6653) can be ordered from PRO-ED, 8700 Shoal Creek Blvd., Austin, TX 78757.

DOC: LISTA DEL DESARROLLO
Versión en Español

SÍ	NO		FRAGMENTO
		30.	Busca un objeto que temporalmente ha desaparecido (la madre, una botella).
		31.	Balbucea o hace sonidos de placer cuando una persona le habla o juega con el.
		32.	Se interesa por su imagen en un espejo.
		33.	Soporta algo de su peso en sus piernas cuando un adulto lo sostiene.
		34.	Responde a la desaparición de la cara de un adulto.
		35.	Juega solo con un objeto por unos pocos minutos.
		36.	Sonríe cuando ve su imagen en un espejo.
		37.	Responde cuando un adulto juega peak-a-boo.
		38.	Trata de tocar objetos que se mueven.
		39.	Trata de alcanzar objetos que están fuera de su alcance.
		40.	Pone atención y repite cuando un adulto copia los sonidos que el niño hace.
		41.	Se sienta con el apoyo de un adulto o un objeto.
		42.	Sonríe antes de que los padres le sonrían.
		43.	Sostiene la mayoría de su peso en sus manos por 5 segundos.
		44.	Le deja saber a los padres cuando él quiere jugar.
		45.	Voltea su cabeza de un lado a otro al mirar un objeto.
		46.	Indica su deseo de que el adulto repita un comportamiento placentero mientras esta jugando.
		47.	Extiende sus brazos y toca la cara de sus padres mientras que ellos están hablando.
		48.	Se voltea de espalda.
		49.	Responde distinto a voces contentas y enojadas.
		50.	Observa una persona que se mueve aproximadamente a 6 pies de distancia.
		51.	Recoge un objeto con sus dedos y con la palma de la mano.
		52.	Repite sus propias acciones (reconoce que su comportamiento ha causado una acción; por ejemplo: mueve la sonaja, la mira y la vuelve a mover).
		53.	Responde de manera consistente cuando el padre hace una acción que es conocida (ejemplo: sonríe cuando escucha el agua en la bañera).
		54.	Juega solo o sola o con otros utilizando juguetes u otros objetos.
		55.	Le sonríe a una persona conocida distinta a sus padres.
		56.	Sostiene la mayoría de su peso en sus piernas cuando un adulto lo sostiene.
		57.	Voltea su cabeza cuando escucha un sonido en su medioambiente (el sonido del teléfono).

SÍ	NO		FRAGMENTO
		58.	Mientras esta boca abajo, voltea su cabeza para poder mirar en otra dirección.
		59.	Imita el movimiento de un adulto tal como aplaudiendo o diciendo adiós con las manos.
		60.	Responde a diferentes juegos (como el peak-a-boo o haciendo sonidos).
		61.	Se sienta solo o sola al menos por un minuto.
		62.	Se sienta solo o sola por unos minutos mientras utiliza sus manos para jugar con un juguete.
		63.	Observa los juguetes cuando los deja caer.
		64.	Imita juegos de adultos.
		65.	Hace combinaciones cortas de sonidos como ma-ma, pa-pa, ba-ba, la-la.
		66.	Sostiene, muerde y mastica una galleta dulce o salada.
		67.	Recoge un objeto utilizando los dedos y el pulgar.
		68.	Voltea su cuerpo fácilmente de dirección a otra: de la espalda al costado, de la espalda a boca abajo.
		69.	Trata de coger un objeto que esta fuera de su alcance.
		70.	Grita para llamar la atención.
		71.	Se mueve a través del piso boca abajo.
		72.	Abraza y le muestra afecto a sus padres.
		73.	Trata de parar al adulto cuando este juguetonamente le quita su juguete.
		74.	Observa un objeto en movimiento sin caerse cuando esta sentado solo.
		75.	Le habla en su propio lenguaje a sus juguetes.
		76.	Muestra interés cuando ve un juguete nuevo.
		77.	Deja caer uno o dos juguetes cuando quiere recoger un tercer juguete.
		78.	Trate de seguir a los padres alrededor de la casa.
		79.	Responde levantando sus brazos cuando un adulto le dice o le hace gestos de “ven aquí” o “arriba”.
		80.	Encuentra juguetes que están medio escondidos.
		81.	Busca por un tiempo corto a un juguete que ha desaparecido.
		82.	Se mueve hasta que se sienta sin ayuda.
		83.	Extiende sus brazos cuando quiere que alguien conocido lo cargue.
		84.	Muestra interés al jugar con sus manos y dedos.
		85.	Sostiene su peso completamente en sus piernas cuando un adulto lo sostiene.
		86.	Balbucea (combinaciones largas de sonidos) y hace sonidos de placer por sí solo y tal como ‘ba-ba-ba”.
		87.	Disfruta abriendo y cerrando cajas.
		88.	Juega con un adulto y con juguetes al mismo tiempo.
		89.	Aprieta muñecos y juguetes para que hagan sonidos.

SÍ	NO		FRAGMENTO
		90.	Saca juguetes que están en cajas abiertas.
		91.	Responde cuando se le dice "ven aquí".
		92.	Juega con dos juguetes al mismo tiempo.
		93.	Actúa con timidez alrededor de extraños.
		94.	Trata de coger objetos que están en movimiento.
		95.	Trata de moverse alrededor de las cosas alcanzar un objeto.
		96.	Entiende cuando se le dice "no" y "si".
		97.	Se sienta derecho sin ayuda por varios minutos.
		98.	Gatea con sus manos y rodillas.
		99.	Entiende el significado de al menos 10 palabras.
		100.	Se para mientras se sostiene de objetos o personas.
		101.	Imita sonidos que otros hacen.
		102.	Toma de un taza/vaso con ayuda de un adulto (tal vez riegue algo).
		103.	Utiliza una mano para alcanzar y coger un objeto.
		104	Mueve su cabeza para decir "no".
		105.	Se mueve a través del piso en sus nalgas.
		106.	Le señala a un adulto cuando quiere que un comportamiento interesante sea repetido.
		107.	Busca a un juguete que esta escondido cuando el o ella lo esta mirando.
		108.	Juega juegos simples de mano (tortitas).
		109.	Busca alrededor de esquinas algo que esta perdido.
		110.	Juega juegos que requieren esperar su turno (como rodando la pelota con otra persona).
		111.	Le da un objeto a una persona cuando esta se lo pide.
		112.	Pone objetos pequeños como bloques en un recipiente.
		113.	Bromea con otros (por ejemplo: le da una galleta a un perro y luego se la quita).
		114.	Le da a uno un juguete si uno le extiende la mano.
		115.	Saca un objeto pequeño del recipiente después de observar que otra persona lo puso ahí.
		116.	Sigue direcciones simples como "recoge tu zapato".
		117.	Utiliza su pulgar y dedo índice para recoger objetos pequeños como el cereal.
		118.	Mientras esta sentado, voltea su cuerpo para observar algo distinto.
		119.	Se levanta hasta pararse solo sin ayuda.
		120.	Llama a miembros de su familia por sus nombres (ejemplos: mamá, papá).
		121.	Pasa un objeto de una mano a la otra mano.
		122.	Habla en su propio lenguaje(chapurreo).
		123.	Se acuerda donde se guardan algunas cosas en su hogar.
		124.	Camina sosteniéndose de muebles y objetos.

SÍ	NO		FRAGMENTO
		125.	Entiende “adiós”.
		126.	Señala algunas facciones de la cara (ejemplos: ojos, nariz, boca).
		127.	Muestra interés en libros con dibujos.
		128.	Se mueve cuando escucha música.
		129.	Dice adiós con la mano en el momento adecuado.
		130.	Trata de repetir palabras.
		131.	Juega con objetos como el o ella ha visto que se utilice (ejemplos: teléfono, peine, tenedor).
		132.	Muestra celos.
		133.	Voltea una o más paginas en un libro.
		134.	Repite su propio comportamiento cuando alguien se ríe de él.
		135.	Dice una palabra que las personas entienden que siempre significa lo mismo (distinta a “dada” o “mama”).
		136.	Imita a otra persona poniendo objetos pequeños en un recipiente.
		137.	Rueda una pelota de acá para allá.
		138.	Da uno o más pasos solo.
		139.	Camina inestablemente hacia un adulto cuando este le dice “ven acá”.
		140.	Señala un objeto que él o ella quiere.
		141.	Besa a un adulto cuando este se lo pide.
		142.	Imita acciones de otros niños.
		143.	Imita el ritmo de voz y expresiones faciales de un adulto.
		144.	Trata de poner un bloque encima de otro para formar una torre.
		145.	Gatea subiendo las escaleras.
		146.	Usa gestos para mostrar que “si”, “no” y “yo quiero”.
		147.	Recoge objetos pequeños con su dedo índice y su pulgar.
		148.	Le deja saber a una persona por gestos o por palabras sueltas lo que quiere y lo que necesita.
		149.	Abraza y besa a una muñeca o a un peluche.
		150.	Se para solo fácilmente.
		151.	Desenvuelve objetos y abre cajas simples.
		152.	Hace “adios” con su mano sin que la otra persona le mueva su mano.
		153.	Imita un acción que él o ella ha visto en el pasado.
		154.	Medio camina; camina con las piernas bien separadas con o sin apoyo.
		155.	Evita objetos que tal vez le causen dolor sin que se le recuerde.
		156.	Le da a un adulto un juguete que necesita prenderse o que debe de ser arreglado.
		157.	Tiene un objeto o juguete favorito.

SÍ	NO		FRAGMENTO
		158.	Mezcla chapurreo con palabras verdaderas.
		159.	Frecuentemente colabora y disfruta rutinas como alistándose para dormir, para comer o vistiéndose.
		160.	Sostiene mas de un objeto pequeño en una mano.
		161.	Busca objetos que están escondidos o perdidos en los lugares conocidos donde generalmente están.
		162.	Marca en un papel con una crayola o con un lápiz sosteniendo estos con una mano en puño.
		163.	Combina hablando y señalando para dejar saber sus deseos.
		164.	Jala una cuerda o un mantel para acercar el objeto.
		165.	Le trae objetos a un adulto para empezar un juego.
		166.	Se quita los zapatos y las medias solo o sola.
		167.	Construye una torre de dos bloques después de observar a otra persona construir una.
		168.	Busca a un objeto escondido o perdido después de haberlo visto.
		169.	Señala objetos que son conocidos cuando son nombrados.
		170.	Trae objetos de otro cuarto cuando alguien los pide.
		171.	Usa un recipiente para cargar cosas.
		172.	Pone argollas en un palo para amontonar las argollas.
		173.	Encuentra uno o dos objetos cuando estos están en un grupo con otros objetos que le son conocidos.
		174.	Voltea las páginas en un libro, no necesariamente página por página.
		175.	Se monta encima de muebles tal como una silla bajita.
		176.	Le muestra a alguien un objeto cuando este se lo pide, pero no se lo entrega.
		177.	Puede jalar un juguete a su lado cuando esta caminando.
		178.	Expresa muchas emociones diferentes (enojo, miedo, sorpresa, felicidad, tristeza).
		179.	Juega juegos simples con otra persona como tortitas.
		180.	Se sienta y escucha historias que se leen en voz alta.
		181.	Le tira una pelota a otra persona.
		182.	Se mueve de un lado a otro mayormente caminando en lugar de gateando.
		183.	Le da besos a juguetes o animales en los libros o en fotografías.
		184.	Jala juguetes detrás de él cuando camina.
		185.	Juega solo o sola.
		186.	Comienza a cantar.
		187.	Construye una torre con tres bloques después de observar a otra persona construir una torre.
		188.	Utiliza manijas o botones para abrir cajones.

SÍ	NO		FRAGMENTO
		189.	Señala los dibujos de animales.
		190.	Dice de 10 a 15 palabras distintas.
		191.	Imita garabatos cuando un adulto le muestra como hacer los garabatos.
		192.	Construye un a torre con cuatro bloques después de observar a otra persona construir una torre.
		193.	Indica que él o ella escucha un sonido que esta fuera de su vista (un carro o un avión) pero sabe que es sin tener que ver el objeto.
		194.	Repite la última palabra que fue dicha.
		195.	Obedece direcciones simples (ejemplo: "ponlo sobre la mesa").
		196.	Es capaz de sacar objetos que están en un recipiente de cuello angosto.
		197.	Es torpe y ocasionalmente se cae cuando corre.
		198.	Usa frases como "oh-oh" y "no-no" para dar énfasis.
		199.	Copia una línea que esta hecha de arriba hacia abajo cuando se le muestra como.
		200.	Gatea bajando las escaleras.
		201.	Toma de un vaso regular sin ayuda.
		202.	Imita (dice) palabras desconocidas (no tienen que ser exactas).
		203.	Se agacha y mira entre sus piernas.
		204.	Puede identificar su reflejo en un espejo diciendo su nombre.
		205.	Señala una parte de su cuerpo como la boca, manos, estomago, o pies cuando se le pregunta.
		206.	Cuando se le pregunta, pone un juguete en el sitio específico.
		207.	Se para brevemente en un pie mientras se sostiene de la mano de otra persona.
		208.	Puede caminar encima de objetos pequeños sin caerse.
		209.	Pretende jugar (ejemplos: usa un Kleenex como cobija para una muñeca, usa un bloque como si fuera un camión).
		210.	Sube las escaleras mientras esta cogido de la mano de otra persona.
		211.	Pinta o colorea utilizando movimientos grandes que el dibujo, a veces se sale del papel.
		212.	Práctica palabras nuevas para que gradualmente se le entienda las palabras mejor.
		213.	Indica (señala, llora) cuando tiene los pañales sucios o mojados.
		214.	Junta dos palabras al hablar ("quiero más").
		215.	Utiliza un objeto para poder alcanzar otro que esta fuera de su alcance.
		216.	Tira una pelota sobre su hombro con cierta precisión.

SÍ	NO		FRAGMENTO
		217.	Se refiere a si mismo por su nombre.
		218.	Abre recipientes para sacar algo que esta dentro.
		219.	Se esfuerza por tratar de meter objetos dentro de recipientes que tienen un cuello angosto.
		220.	Señala o dice su nombre cuando ve su imagen en una fotografia.
		221.	Mete objetos pequeños dentro de objetos más grandes (una olla pequeña dentro de una más grande).
		222.	Participa y disfruta de canciones de cuna y juegos con los dedos.
		223.	Trata de que un juguete mecánico funcione con algún exito.
		224.	Empieza a clasificar objetos.
		225.	Explora gabinetes y cajones.
		226.	Empareja sonidos con animales.
		227.	Juega junto a otros niños pero no juega con ellos.
		228.	Dice los nombres de pocos retratos/fotos.
		229.	Se agacha sin caerse.
		230.	Escribe en un papel o en una pizarra con lápiz, crayola o con tiza.
		231.	Siempre usa los nombres de por lo menos 20 objetos conocidos..
		232.	Le gustan los juegos bruscos (como lucha libre).
		233.	Señala de tres a cinco partes del cuerpo (pierna, brazo, cabello, mano, cabeza o pie).
		234.	Corre, pero a veces se cae.
		235.	Pone los dos pies en cada escalón cuando sube las escaleras.
		236.	Mientras se apoya en el pasamano, sube las escaleras por si solo o sola.
		237.	Amontona 5 bloques, uno encima del otro, después de observar a otra persona hacer lo mismo.
		238.	Le da a otra persona un juguete u objeto cuando esta persona se lo pide.
		239.	Mueve su cuerpo al son de la música.
		240.	Empareja objetos que corresponden con dibujos.
		241.	Empuja o jala una puerta vaivén para abrirla.
		242.	Usa correctamente las palabras mi y mío.
		243.	Trata de "arreglar" un juguete u objeto que se ha quebrado.
		244.	Pide las cosas en voz alta cuando esta sentado en la mesa comiendo.
		245.	Utiliza palabras que miembros de la familia entienden mas de la mitad de las veces.
		246.	Hace tareas del hogar simples como recoger los juguetes.
		247.	Juega con plastilina o con masa de harina.

SÍ	NO		FRAGMENTO
		248.	Se sienta solo en el inodoro.
		249.	Trata de consolar a otra persono cuando esta persona que está triste.
		250.	Trata de describir algo que le ha pasado a él o a ella.
		251.	Pone los dos pies en cada escalón cuando baja las escaleras.
		252.	Entiende preguntas que comienzan con "quién" y "dónde".
		253.	Protege juguetes y objetos personales.
		254.	Mientras se apoya de la mano de una persona o de un objeto, salta en un pie una vez sin caerse.
		255.	Salta una vez con los dos pies en el aire sin ayuda.
		256.	Camina suavemente, sin balancearse.
		257.	Se sienta en una silla pequeña, cuando se le dice "siéntate aquí".
		258.	Pone objetos uno dentro del otro, de pequeño a más grande.
		259.	Corre fácilmente, sin caerse.
		260.	Hace una torre de seis bloques, después de observar a una persona hacer la misma cosa.
		261.	Señala las siguientes partes del cuerpo cuando se le pregunta: cabello, lengua, dientes, manos.
		262.	Hace garabatos en un papel sin salirse frecuentemente del borde del papel.
		263.	Se para en la punta de los pies por lo menos un segundo.
		264.	Cuando se le pregunta, dice su apodo o nombre.
		265.	Da tres pasos para atrás.
		266.	Utiliza de 275-300 palabras familiares y distintas.
		267.	Utiliza frases de dos a tres palabras y algunas oraciones simples.
		268.	Se para derecho con los talones juntos.
		269.	Obedece direcciones simples (ejemplo: "suelta la muñeca").
		270.	Es tímido alrededor de extraños.
		271.	Pega o patea cuando esta enojado.
		272.	Se pone celoso cuando se le muestra afecto a otros niños.
		273.	Entiende la diferencia entre "uno" y "todos".
		274.	Hace preguntas simples utilizando dos o tres palabras.
		275.	Trata de decir poemas simples o de cantar una canción simple con un adulto.
		276.	Apoyándose del pasamanos, baja las escaleras solo/a.
		277.	Sigue dos direcciones en el orden correcto como "coge tu chaqueta y ven aquí".
		278.	Entra a situaciones nuevas y explora con gusto (ganas).

SÍ	NO		FRAGMENTO
		279.	Se monta en juegos bajos en el parque.
		280.	Actúa correctamente cuando las personas alrededor de él están contentas, tristes, tienen miedo o están molestas.
		281.	Pone un objeto dentro o debajo de algo cuando se le pide.
		282.	Juega con otros niños además de sus hermanos y hermanas.
		283.	Se sienta y escucha brevemente un cuento en el cual utilizan dibujos.
		284.	Tira una pelota y observa a donde va.
		285.	Puede que le den pataletas, tire las cosas o trate de pegarle a las personas.
		286.	Frecuentemente dice "no" pero finalmente coopera.
		287.	Contesta preguntas simples.
		288.	Juega al lado de otro niño pero no necesariamente con el o ella.
		289	Abre puertas.
		290.	Dice los nombres de las siguientes partes del cuerpo: cabello, manos, oreja, cabeza, piernas, brazos.
		291.	Mira libros que tienen dibujos hechos por él.
		292.	Corre bien sin caerse.
		293.	Habla en oraciones cortas para expresar sus necesidades.
		294.	Insiste en hacer las cosas independientemente.
		295.	Dibuja una línea recta de arriba hacia abajo.
		296.	Usa una mano para abrir y cerrar tijeras.
		297.	Usualmente utiliza plurales y el tiempo pasado correctamente al hablar.
		298.	Utiliza algunas terminaciones de los verbos ("s" para plurales, terminación de verbo en tiempo pasado, "ando, endo" para presente).
		299.	Dice si el/ella es un niño o una niña.
		300.	Se agacha desde la cintura para recoger algo del piso (no se acuclilla).
		301.	Hace pareja a los colores rojo, azul, verde y amarillo.
		302.	Se baja los pantalones para utilizar el baño.
		303.	Dibuja un línea de lado a lado cuando se le muestra.
		304.	Entiende el significado de "dos".
		305.	No le gustan los cambios; le gustan las reglas y rituales.
		306.	Casi siempre pide ir al baño antes de que mueva el estómago.
		307.	Utiliza los dedos para mostrar que edad tiene.
		308.	Trata de utilizar tijeras para cortar papel.
		309.	Repite oraciones o ideas que el/ella ha escuchado a adultos utilizar anteriormente.
		310.	Usa la palabra "por favor" cuando pide algo.

SÍ	NO		FRAGMENTO
		311.	Arma un rompecabezas de seis u ocho piezas.
		312.	Trata de pararse en un pie sin ayuda.
		313.	Clasifica objetos que no son iguales, tales como cubiertos y juguetes.
		314.	Dice "gracias" cuando se le da algo.
		315.	Utiliza cuatro palabras para hacer una oración.
		316.	Sube las escaleras poniendo un pie en cada escalón mientras se apoya del pasamano o de una mano.
		317.	Se viste con ayuda o con supervisión.
		318.	Se suena la nariz con ayuda (hace ruidos para sonarse).
		319.	Trata de sostener un lápiz o una crayola en la posición correcta, para escribir.
		320.	A veces pide ir al baño cuando el/ella tiene que ir.
		321.	Construye una casa con por lo menos 5 bloques.
		322.	Tira una pelota de tenis por lo menos a una distancia de 6 pies y medio.
		323.	Agarra una pelota grande que ha rebotado con su pecho y sus brazos.
		324.	Dice lo que hay que hacer cuando tiene frío, esta cansado, o tiene hambre.
		325.	Dice cuantos años tiene cuando se le pregunta.
		326.	Habla acerca de los dibujos que pinta o dibuja.
		327.	Hace "panqueques" con plastilina o masa de harina.
		328.	Señala las siguientes partes del cuerpo: dedos, pulgar, dedos del pie, cuello.
		329.	Casi siempre pide ir al baño después de haberse orinado.
		330.	Utiliza correctamente los pedales en un triciclo.

APPENDIX G

Table 6
Study Instruments and Administration Schedule

Instruments	Week (Session)																							
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
Study Explanation Sheet	✓																							
Family Background Questionnaire	✓	✓																						
Activity Setting Interview Protocol		✓	✓					U				U				U				U				
Instructional Practices Log				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Family Evaluation of Intervention Practices								✓				✓				✓				✓				✓
Family Activity Setting Log				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Activity Setting Observation Scale	P	P	P	✓		✓		✓		✓		✓		✓		✓		✓		✓		✓		✓
Activity Setting Parent Rating Scale					✓				✓				✓				✓				✓			✓
Developmental Observation Checklist				✓				✓				✓				✓				✓				✓
Parent/Child Language Assessment				✓				✓				✓				✓				✓				✓

Control Group	Week (Session)																							
				1				2				3				4				5				6
Study Explanation Sheet				✓																				
Family Background Questionnaire				✓																				
Activity Setting Observation Scale				✓				✓				✓				✓				✓				✓
Activity Setting Log				✓				✓				✓				✓				✓				✓
Developmental Observation Checklist				✓				✓				✓				✓				✓				✓
Parent/Child Language Assessment				✓				✓				✓				✓				✓				✓

NOTES: U = Update/review/revise activity settings and instructional practices.
P = Practice administration and investigator feedback.

Table 7

Schedule for Administration of Study Instruments for the Asset-Based Children's Learning Opportunities Study

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The following is the administrative schedule for administering the different study scales and instruments. It is essential that the timing and sequencing for administering the study instruments is followed as described below.

Week (Session) 1

1. Study Explanation Sheet
2. Family Background Questionnaire
3. AEQ
4. Activity Setting Observation Scale (Practice and get feedback)
5. Child Behavior Characteristics Scale (Practice and get feedback)
6. Parent Behavior Rating Scale (Practice and get feedback)
7. Parenting Confidence/Competence Scale (Practice and get feedback)

Week (Session) 2

1. Family Background Questionnaire (Complete)
2. AEQ (Complete)
3. Activity Setting Interview Protocol (Begin)
4. Activity Setting Observation Scale (Practice and get feedback)
5. Child Behavior Characteristics Scale (Practice and get feedback)
6. Parent Behavior Rating Scale (Practice and get feedback)
7. Parenting Confidence and Competence Scale (Practice and get feedback)
8. Language Sample

Week (Session) 3

1. Activity Setting Interview Protocol (Complete)
2. Activity Setting Observation Scale (Practice and get feedback)
3. Child and Parent Experiences Scale (Leave with parent to complete)
4. Everyday Parenting Scale (Leave with parent to complete)

Week (Session) 4

1. Instructional Practices Intervention
2. Family Activity Setting Log (Explain how to complete and leave with parent)
3. Activity Setting Observation Scale (Begin observations after going over the Instructional Practices Intervention)

4. Developmental Observation Checklist (Get parent started and have him/her complete while you are there)
5. Child Behavior Characteristics Scale
6. Parent Behavior Rating Scale
7. Child and Parent Experiences Scale (Pick up from parent)
8. Everyday Parenting Scale (Pick up from parent)
9. Parenting Confidence/Competence Scale
10. Language Sample

Week (Session) 5

1. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
2. Activity Setting Parent Rating Scale
3. Instructional Practices Intervention (Review with parent)

Week (Session) 6

1. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
2. Activity Setting Observation Scale
3. Child Behavior Characteristics Scale
4. Parent Behavior Rating Scale
5. Parenting Confidence/Competence Scale

Week (Session) 7

1. Family Evaluation of Intervention Practices (Leave with parent to complete)
2. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
3. Activity Setting Parent Rating Scale
4. Instructional Practices Intervention (Review with Parent)
5. Child and Parent Experiences Scale (Leave with parent to complete)
6. Everyday Parenting Scale (Leave with parent to complete)

Week (Session) 8

1. Activity Setting Interview Protocol (Update/review/revise activity settings)
2. Family Evaluation of Intervention Practices (Pick up from parent)
3. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
4. Activity Setting Observation Scale
5. Developmental Observation Checklist (Get parent started and have him/her complete while you are there)
6. Child Behavior Characteristics Scale
7. Parent Behavior Rating Scale
8. Child and Parent Experiences Scale (Pick up from parent)
9. Everyday Parenting Scale (Pick up from parent)
10. Parenting Confidence/Competence Scale
11. Language Sample

Week (Session) 9

1. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
2. Activity Setting Parent Rating Scale
3. Instructional Practices Intervention (Review with parent)

Week (Session) 10

1. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
2. Activity Setting Observation Scale
3. Child Behavior Characteristics Scale
4. Parent Behavior Rating Scale
5. Parenting Confidence/Competence Scale

Week (Session) 11

1. Family Evaluation of Intervention Practices (Leave with parent to complete)
2. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
3. Activity Setting Parent Rating Scale
4. Instructional Practices Intervention (Review with parent)
5. Child and Parent Experiences Scale (Leave with parent to complete)
6. Everyday Parenting Scale (Leave with parent to complete)

Week (Session) 12

1. Activity Setting Interview Protocol (Update/review/revise activity settings)
2. Family Evaluation of Intervention Practices (Pick up from parent)
3. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
4. Activity Setting Observation Scale
5. Developmental Observation Checklist (Get parent started and have him/her complete while you are there)
6. Child Behavior Characteristics Scale
7. Parent Behavior Rating Scale
8. Child and Parent Experiences Scale (Pick up from parent0
9. Everyday Parenting Scale (Pick up from parent)
10. Parenting Confidence/Competence Scale
11. Language Sample

Week (Session) 13

1. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
2. Activity Setting Parent Rating Scale
3. Instructional Practices Intervention (Review with parent)

Week (Session) 14

1. Family Activity Setting Log (Pick up previous week's from parent and leave a new one
2. Activity Setting Observation Scale
3. Child Behavior Characteristics Scale
4. Parent Behavior Rating Scale
5. Parenting Confidence/Competence Scale

Week (Session) 15

1. Family Evaluation of Intervention Practices (Leave with parent to complete)
2. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
3. Activity Setting Parent Rating Scale
4. Instructional Practices Intervention (Review with parent0
5. Child and Parent Experiences Scale (Leave with parent to complete)
6. Everyday Parenting Scale (Leave with parent to complete)

Week (Session) 16

1. Activity Setting Interview Protocol (Update/review/revise activity settings)
2. Family Evaluation of Intervention Practices (Pick up from parent)
3. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
4. Activity Setting Observation Scale
5. Developmental Observation Checklist (Get parent started and have him/her complete while you are there)
6. Child Behavior Characteristics Scale
7. Parent Behavior Rating Scale
8. Child and Parent Experiences Scale (Pick up from parent)
9. Everyday Parenting Scale (Pick up from parent)
10. Parenting Confidence/Competence Scale
11. Language Sample

Week (Session) 17

1. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
2. Activity Setting Parent Rating Scale
3. Instructional Practices Intervention (Review with parent)

Week (Session) 18 .

1. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
2. Activity Setting Observation Scale
3. Child Behavior Characteristics Scale
4. Parent Behavior Rating Scale
5. Parenting Confidence/Competence Scale

Week (Session) 19

1. Family Evaluation of Intervention Practices (Leave with parent to complete)
2. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
3. Activity Setting Parent Rating Scale
4. Instructional Practices Intervention (Review with parent)
5. Child and Parent Experiences Scale (Leave with parent to complete)
6. Everyday Parenting Scale (Leave with parent to complete)

Week (Session) 20

1. Family Evaluation of Intervention Practice (Pick up from parent)
2. Family Activity Setting Log (Pick up previous week's from parent)
3. Activity Setting Observation Scale
4. Developmental Observation Checklist (Get parent started and have him/her complete while you are there)
5. Child Behavior Characteristics Scale
6. Parent Behavior Rating Scale
7. Child and Parent Experiences Scale (Pick up from parent)
8. Everyday Parenting Scale (Pick up from parent)
9. Parenting Confidence/Competence Scale
10. Language Sample

APPENDIX H

Running Head: PROCEDURAL MANUAL

Alternative Early Intervention Service Delivery Models for Latino Families Whose Children are English Language Learners

PROCEDURAL MANUAL

Asset-Based Study

February 9, 2000

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Alternative Early Intervention Service Delivery Models for Latino Families Whose Children are English Language Learners

ABSTRACT

The purpose of this study is to investigate an alternative service delivery model for infants, toddlers and their families who are eligible for early intervention services under Part C of IDEA. These families will be of Latino heritage and have Spanish as their preferred and dominant language. The study will include children representing a range of types and levels of disability and behaviors, and families of differing socioeconomic status, all of whom are English language learners. The research design will contain an experimental comparison of two service delivery models: traditional early intervention; and early intervention designed to promote learning within family defined activity settings. The traditional early intervention service delivery model, or comparison group, will continue to receive their early intervention services from their Part C early intervention programs only. The alternative service delivery model will consist of the traditional service delivery model, as well as an intervention involving (a) child participation in activity settings matching child assets (interests, competence, etc.) and (b) parent use of responsive teaching as the primary instructional technique for engaging children in activity settings and promoting the use of English. Responsive teaching is viewed as an intervention strategy for reinforcing and supporting high levels of child engagement in activity settings and in using English words.

Study participants include 40 children with developmental delays or at-risk for developmental delay and children with disabilities participating in Part C early intervention programs and their families. The study is being conducted in Connecticut and North Carolina. The study will include 20 families in each site (Total = 40), who will be randomly assigned to the alternative service delivery model or the comparison group. The families will be followed longitudinally over a 6 month period of time. Research staff will visit the children and families participating in

the alternative service delivery model once per week, with different visits involving a combination of observations, interviews, and investigator ratings of child, parent/child and parent behavior. Research staff will visit the children and families participating in the comparison group once a month with each visit involving a combination of observations, and investigator ratings of child, parent/child and parent behavior.

The outcomes in the study will include child behavior and development (particularly the development of English), child quality of life, parent/child interactions, parenting confidence and competence, parent and family well-being, parent and family quality of life, parent control and choice, and the psychological costs of conducting interventions in activity settings. Self report, observational and investigator-administered procedures will be used to collect the outcome data.

The Alternative Early Intervention Service Delivery Models for Latino Families Whose Children are English Language Learners is funded by the U.S. Department of Education, Office of Special Education Programs.

INTRODUCTION

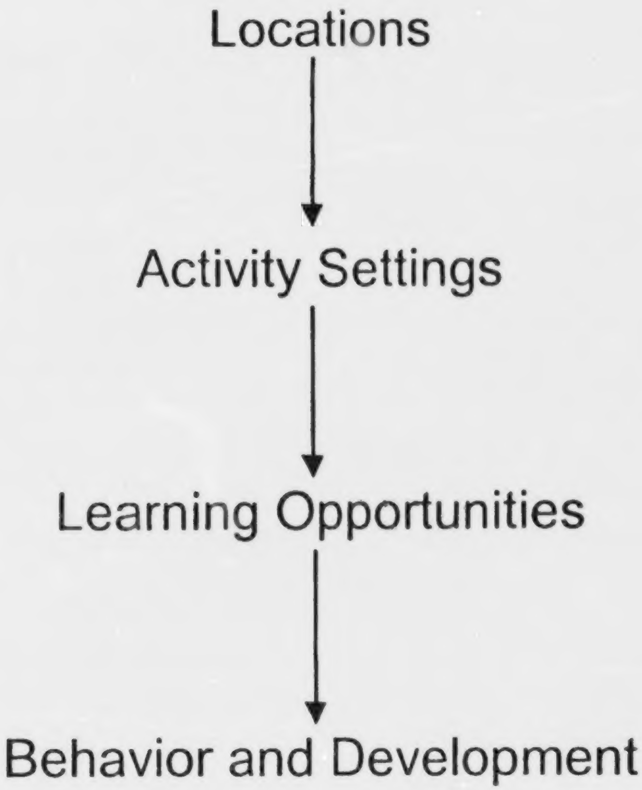
The procedural manual includes information needed to implement the Asset-Based Children's Study. The study is designed to: (1) identify and promote increased child participation in home and community activity settings, (2) use child assets as the basis for selecting activity settings as sources of learning opportunities, (3) use responsive teaching as an instructional strategy for engaging children in activity settings, and (4) evaluate the effects of asset-based participation in activity settings on different aspects of child, parent/child, and parent/family behavior. The study is the next in a series of investigations ascertaining the sociocultural (Göncü, 1999) and environmental (Bronfenbrenner, 1992) factors associated with development-instigating and development-enhancing children's learning opportunities.

Previous research has identified the many different sources of children's learning opportunities (Dunst, Hamby, et al., 1999) and the manner in which activity settings serve as a context for multiple kinds of learning opportunities (Dunst, Bruder, et al., 1998). Figure 1 shows a framework depicting the relationship between locations as sources of activity settings, activity settings as sources of children's learning opportunities, and learning opportunities as experiences affecting child behavior and development and parent/family functioning. The use of activity settings as sources of learning opportunities will be implemented using this hypothesized sequence of relationships as a model and framework for structuring the conduct of the interventions. The manner in which child assets are used for selecting activity settings as sources of learning opportunities is described later in the Procedural Manual.

The study is guided by an ecological framework that considers environmental context an important factor influencing the kinds of learning opportunities a child experiences as part of family and community life (Dunst, Bruder, et al., 1998a, 1998b). (This framework is described in more detail in a later section). The anchor for implementing the interventions and evaluating the effects of the interventions are activity settings. Activity settings are the experiences, opportunities, etc. that take place (either preplanned or serendipitously) in different home and community settings that "give rise" to multiple kinds of learning opportunities. How different kinds of learning opportunities occurring in activity settings influence child, parent, and family functioning constitutes the focus of the investigation. The activity settings used as sources of

Figure 1

Relationship Between Locations, Activity Settings, Learning Opportunities, and Behavior and Development


Locations
Activity Settings
Learning Opportunities
Behavior and Development

learning opportunities will be identified using child interests as the selection criterion. The match between interests and activity settings will be investigated as a condition optimizing participation and engagement in development-enhancing learning opportunities.

Study Overview

The study involves:

- Background Information about the Study Participants
- Intervention
    - ☐ Activity Settings
    - ☐ Child Interests
    - ☐ Responsive Teaching
- Outcome Measures
    - ☐ Child
    - ☐ Parent/Child
    - ☐ Parent/Family

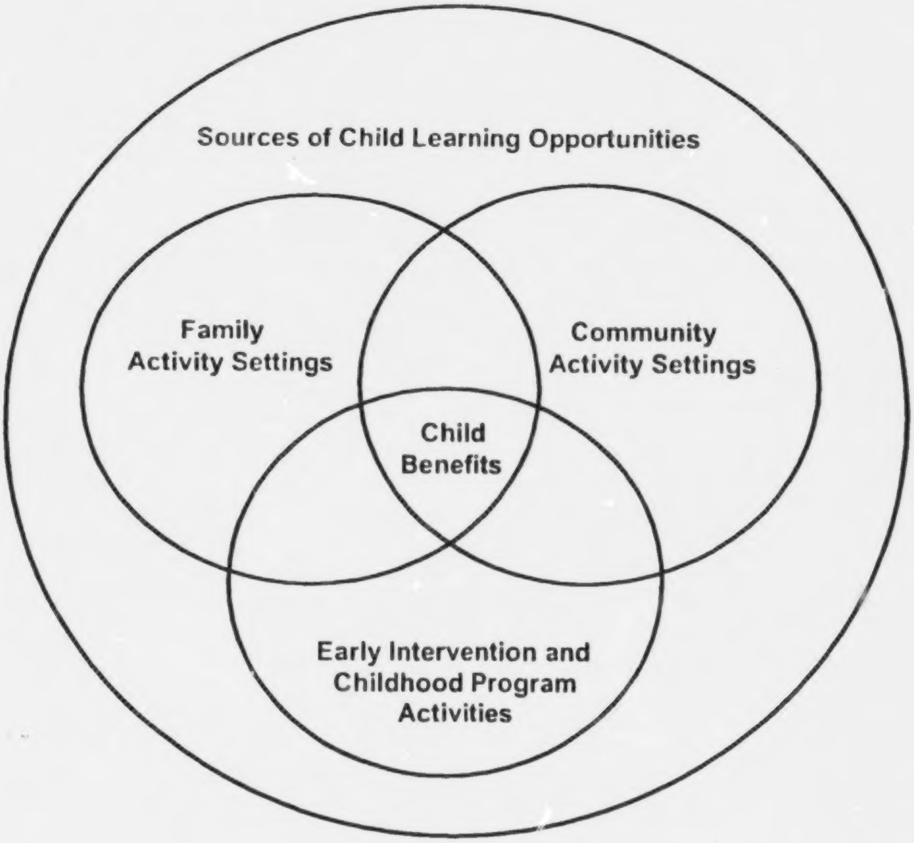
The background information will be collected over a 2-3 week period of time, and include information about child, parent, and family characteristics; measures of acculturation and reculturation; and child diagnostic reports and IFSPs/IEPs. The intervention will begin in Week 4, and continue for 4 months. Baseline outcome measures will be obtained in the first 2-3 weeks of the study, and will be collected either weekly or monthly thereafter.

CONCEPTUAL FRAMEWORK

The Institute's research and associated activities are guided by an ecological framework (Dunst, Bruder, et al., 1998a) that considers different locations (home, community, early intervention/ECSE programs, etc.) and the activity settings within those locations as sources of development instigating experiences and opportunities (Bronfenbrenner, 1979, 1992). The Institute takes as a basic premise the fact that the events, experiences, opportunities, and activities of a developing child evoke different roles, forms, and types of child behavior, and that participation in these activities invoke objects, people, and experiences that further influence and shape child competence and development (Bronfenbrenner, 1979). These events and experiences collectively are referred to as microsystems or activity settings (Bronfenbrenner, 1979).

An important aspect of an ecological approach to understanding human development is an appreciation of the many different locations, settings, and sources of learning opportunities available to and afforded children. Figure 2 shows a simple but useful way of depicting these major sources of child learning opportunities (Bronfenbrenner, 1992). Sources of learning opportunities include family activity settings, community activity settings, and early intervention and early childhood program learning activities. Accordingly, child learning opportunities ought to be maximized when development-enhancing opportunities are experienced in all three types of settings. The study of the conditions optimizing child benefits resulting from learning opportunities in the family and community outside what the child experiences in his or her early intervention or preschool program is the main focus of the Institute's research efforts. The importance of learning opportunities occurring as part of more traditional early intervention,

Figure 2
Framework for Conceptualizing Sources of Children's Learning Opportunities


Sources of Child Learning Opportunities
Family Activity Settings
Community Activity Settings
Child Benefits
Early Intervention and Childhood Program Activities

early childhood, and therapeutic programs is fully recognized, but is not the focus of the Institute's research.

Activity Settings as the Unit of Intervention

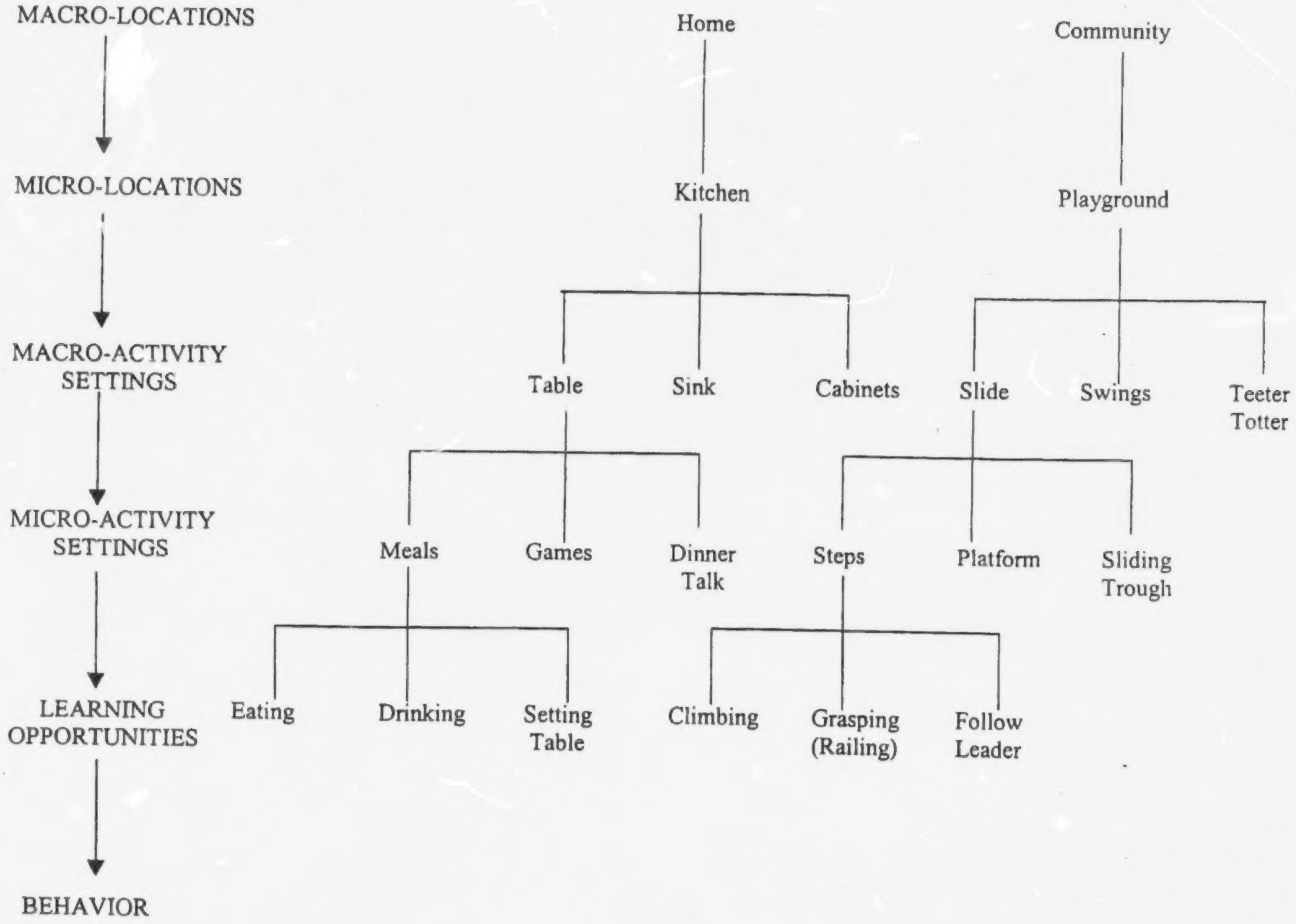
According to Bronfenbrenner (1979, 1992), Farver (1999), and O'Donnell, Tharp, and Wilson (1993), human behavior exists contextually, and is influenced by the physical as well as social environments experienced by a person or persons in different settings and locations. A concept that has taken on central importance in a number of theories and conceptualizations for understanding human development in the context of specific places and locations is activity setting and its many variants (Boyce et al., 1983; Bronfenbrenner, 1977, 1979; Farver, 1999; Gallimore et al., 1989, 1993a, 1993b; Jensen et al., 1983; O'Donnell et al., 1993; Mithang, 1996; Trivette et al., 1996). Operationally, an activity setting is an experience, occasion, event, etc., that takes place in time and space, and which provides a person or persons opportunities influencing interactions and transactions with his or her animate and inanimate environment (Bronfenbrenner, 1979; Mithang, 1996). According to Bronfenbrenner (1991), activity settings (microsystems in his terminology) have development-enhancing consequences when their features evoke behavior that sustains interactions, and the behavior restructures and alters the social and physical environment in ways that promotes competence and enhances development.

Although discussions and descriptions of activity settings almost always include the assertion that they are comprised of multiple components and elements (people involved, physical features, cultural influences, purposes, etc.), we have found it useful to separate activity settings themselves from the factors shaping the occurrence of activity settings, the behavior expectations for different activity settings, the purpose of the activity, etc. (Dunst, Bruder, et al., 1998b). Additionally, we have found it useful to make a distinction between the location of activity settings and the kinds of experiences, opportunities, etc., occurring within activity settings (see Figure 1 above and Figure 3 below). For example, whereas Bronfenbrenner (1979, 1992) describes homes, child care centers, playgrounds, etc., as activity settings, we consider these the locations of activity settings. Likewise, we consider locations such as the home as including many sublocations, including, but not limited to, the kitchen, family room, bathroom, etc. We operationally define these as the micro-locations of activity settings. Furthermore, any one micro-location includes many different kinds of macro- and micro-activity settings. For example, a kitchen includes the sink, cabinets, table and chairs, etc., all of which set the occasion for many different kinds of learning opportunities, which in turn give rise to all kinds of different behavior. Figure 3 shows the distinction between the macro- and micro-locations of activity settings, the kinds of macro- and micro-activity settings occurring in two different locations, the kinds of learning opportunities arising from participation in the activity settings, and the behavior consequences of the learning opportunities. Figure 3 is the operational framework for the ways in which activity settings will be identified and used as sources of children's learning opportunities in the intervention studies.

Kinds of Activity Settings

A review of the literature on activity settings, broadly defined, finds that family and community life is characterized by different kinds of experiences and events, described by such terms as routines, rituals, celebrations, traditions, and so forth (Boyce et al., 1983; Cheal, 1988; Dunst et al., 1987; Dyck, 1992; Ehrmann et al., 1995; Fiese, 1992; Fiese et al., 1993; Gallimore et al., 1993a, 1993b; Göncü, 1999; Kellegrew, 1994; Lamb, Leyendecker, Scholmerich, & Fracasso, 1998; McCubbin & Thompson, 1987a, 1987b; O'Donnell et al., 1993; Rosenthal & Marshall, 1988; Sprunger et al., 1985; Trivette et al., 1996; Troll, 1988; Wolin & Bennett, 1984).

Figure 3
Framework for Differentiating the Macro- and Micro-Activity Settings in Two Locations within the Home and Community


MACRO-LOCATIONS
MICRO-LOCATIONS
MACRO-ACTIVITY SETTINGS
MICRO-ACTIVITY SETTINGS
LEARNING OPPORTUNITIES
BEHAVIOR
Home
Community
Kitchen
Playground
Table
Sink
Cabinets
Slide
Swings
Teeter Totter
Meals
Games
Dinner Talk
Steps
Platform
Sliding Trough
Eating
Drinking
Setting Table
Climbing
Grasping (Railing)
Follow Leader

These different kinds of experiences are considered the contexts of activity settings. These particularized activity settings are similar in the sense that they all provide child behavior evoking opportunities and experiences, but differ in terms of their purposes and functions, and demands and expectations.

Sources of Learning Opportunities

Tables 1 and 2 include, respectively, major categories of sources of children's learning opportunities in the context of family and community activity (Dunst, Hamby, et al., 1999). The family activities are an interesting mix of adult activities in which a child becomes a participant (family routines and gardening activities), activities acquiescing a child to daily routines and chores (parenting activities), activities enabling child acquisition of social-adaptive competencies (child routines), activities bringing children in contact with other children and adults (socialization activities), activities having special family meaning (family rituals and celebrations), activities providing children opportunities to practice emerging capabilities and learn new competencies (physical play and literacy activities), and activities providing a context for expressing interest-based child abilities (play and entertainment activities). The community activities include children's learning opportunities afforded through adult-oriented activities (outdoor activities), family-oriented activities (family excursions and outings), child-oriented activities (play activities), activities bringing children in contact with other children and adults (organization/group and church-related activities), structured (arts/entertainment activities) and unstructured (children's attractions) learning experiences, activities involving children in culturally meaningful and enmeshing activities (community activities), and activities involving participation in sports and recreation.

Table 1

Categorization of Home and Family Activities Serving as Sources of Children's Learning Opportunities

Category/Activities

Family Routines (α=.72)

- Household Chores
- Cooking/Preparing Meals
- Caring for Pets/Animals
- Doing Errands
- Food Shopping

Parenting Routines (α=.71)

- Child's Bathtime
- Child's Bedtime/Naptime
- Child's Wake-Up Times
- Meal Times
- Fixing/Cutting Child's Hair

Child Routines (α=.84)

- Brushing Teeth
- Washing Hands/Face
- Cleaning Up Room
- Picking Up Toys
- Toileting/Going to Bathroom
- Dressing/Undressing

Category/Activities

Literacy Activities (α=.78)

- Reading/Looking at Books
- Telling Child Stories
- Adult/Child Play Times
- Taking Walks/Strolls
- Bedtime Stories
- People Coming/Going (Hellos/Good-byes)
- Cuddling with Child

Play Activities (α=.68)

- Art Activities/Drawing
- Playing Board Games
- Playing Video Games

Physical Play (α=.59)

- Riding Bike/Wagon
- Playing Ball Games
- Water Play/Swimming
- Rough Housing

Entertainment Activities (α=.58)

- Dancing/Singing
- Listening to Music
- Watching TV/Videos
- Playing Alone

Category/Activities

Family Rituals (α=.82)

- Family Talks
- Saying Grace at Meals
- Religious/Spiritual Readings
- Praying
- Family Meetings

Family Celebrations (α=.73)

- Holiday Dinners
- Family Member's Birthdays
- Decorating Home (Holidays)

Socialization Activities (α=.69)

- Family Gatherings
- Picnics
- Having Friends Over to Play
- Visiting Neighbors
- Sleepovers

Gardening Activities (α=.80)

- Doing Yard Work
- Planting Trees/Flowers
- Growing Vegetable Garden

Table 2

Categorization of Community Activities Serving as Sources of Children's Learning Opportunities

Category/Activities

Family Excursions (α=.70)

- Family Activities
- Weekend Activities
- Car Rides/Bus Rides
- Doing Errands

Family Outings (α=.60)

- Eating Out
- Going Shopping/Mall
- Visiting Friends/Neighbors
- Family Reunions

Play Activities (α=.67)

- Outdoor Playgrounds
- Indoor Playgrounds
- Child Play Groups
- Playing Arcade Games
- Parent/Child Classes

Community Activities (α=.73)

- Community Celebrations
- Children's Festivals
- County/Community Fairs
- Parades
- Hay Rides

Category/Activities

Outdoor Activities (α=.77)

- Hiking
- Nature Trail Walks
- Boating/Canoeing
- Camping
- Community Gardens
- Rafting/Tubing
- Hunting

Recreational Activities (α=.63)

- Fishing
- Recreation/Community Centers
- Swimming
- Ice Skating/Sledding
- Horseback Riding

Children's Attractions (α=.81)

- Animal Farms/Petting Zoos
- Parks/Nature Reserves
- Zoos/Animal Reserves
- Pet Stores/Animal Shelters
- Nature Centers

Art/Entertainment Activities (α=.72)

- Children's Museums/Science Centers
- Music Concerts/Children's Theatre
- Library/Book Mobiles
- Storytellers
- Music Activities

Category/Activities

Church/Religious Activities (α=.85)

- Religious Activities
- Going to Church
- Sunday School

Organizations/Groups (α=.65)

- Children's Clubs (4H, Indian Guides)
- Karate/Martial Arts
- Scouting
- Gymnastics/Movement Classes

Sports (α=.69)

- Baseball/Basketball
- Soccer/Football

Kinds of Learning Opportunities

Both content and functional analyses of learning opportunities available to children birth to six years of age finds that they vary on a continuum according to whether they are low or high demand activities and whether they are planned or serendipitous learning opportunities.

Low vs. high demand learning activities. Low demand activities such as watching parades or listening to storytellers are learning opportunities that have lots of "degrees of freedom" in terms of how children are involved in the activities and what is learned. High demand activities are ones that require a child to engage in a particular kind of behavior where the activities have few degrees of freedom. These include such things as hitting a ball with a bat, singing in a choir, playing board games, etc. Both low and high demand activities as well as the many kinds of learning opportunities falling along a continuum in between provide children a mix of activities influencing acquisition of various forms of child behavior and development.

Planned vs. serendipitous learning activities. Learning activities can be either preplanned where they have specific goals and purposes, or can occur as the result of opportunities and experiences not having a priori goals and purposes. Library storytimes, baby exercise classes, and swimming lessons are examples of planned learning activities. Serendipitous learning activities are ones that arise from experiences not directly afforded young children, but rather are ones which occur as a result of other kinds of opportunities and events. These include such things as "going along" to a ball game with an older sibling, going food shopping with a parent, visiting a neighbor, etc.

Characteristics of Development-enhancing Learning Opportunities

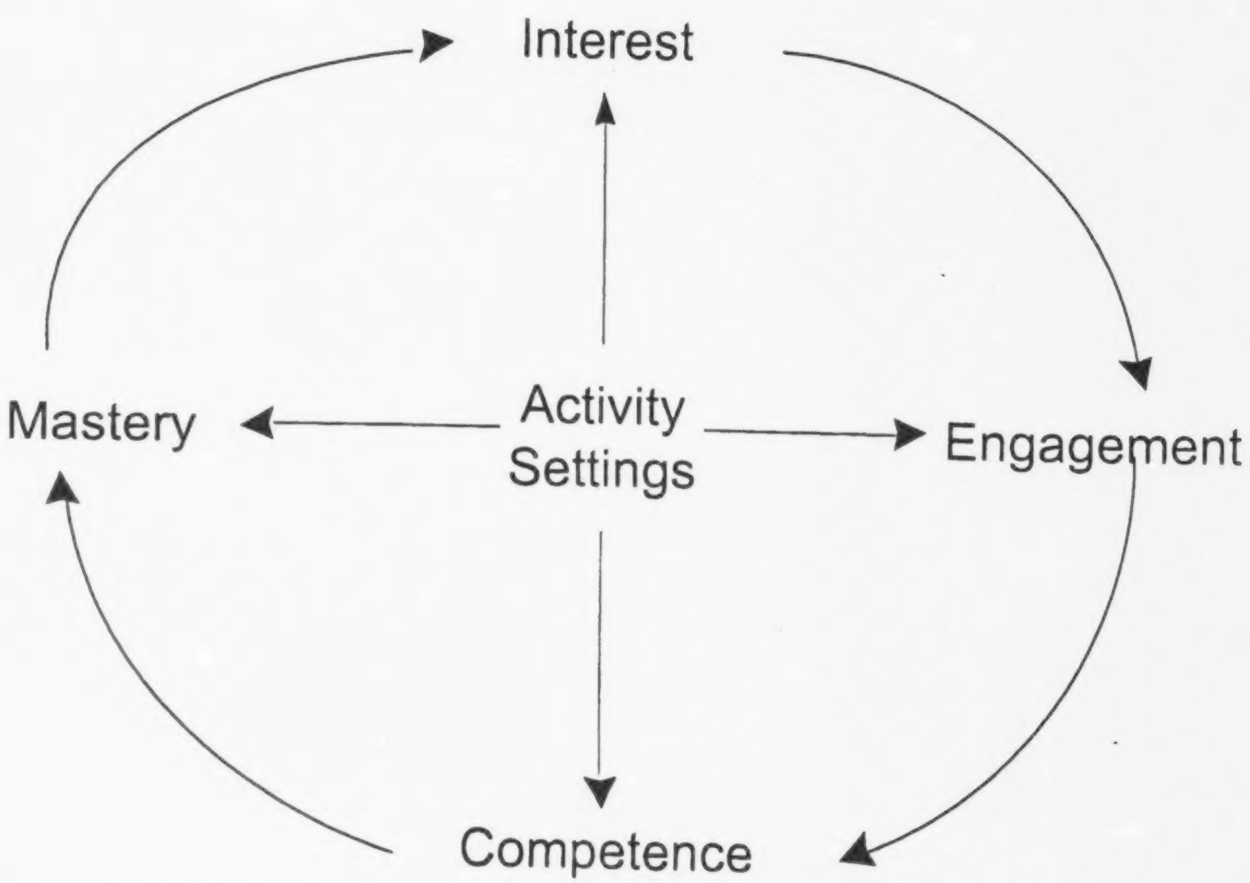
Research on child development and the factors optimizing positive developmental outcomes has demonstrated that when learning matches child interests (assets), the likelihood of the learning opportunities strengthening functioning is enhanced considerably (see e.g., Bond, 1982; Bronfenbrenner, 1992; Goldberg, 1977; Lamb, 1981; MacTurk & Morgan, 1995; Nelmark et al., 1985; Uzgiris & Hunt, 1987). Figure 4 shows the relationship between child interests and child competence, and how activity settings influence both. Interests are things children like to do, things that motivate them to do something, things that "turn them on," things they find exciting, things that are fun and enjoyable to do, etc. Competencies are the knowledge, skills, capabilities, etc., strengthened and learned from participation in desired activities. Relationally, learning activities matching child interests lead to engagement in desired activities; displays of competence in these activities is a condition strengthening functioning; enhanced functioning is what promotes an increased sense of mastery; and mastery is what motivates continued interest. To the extent possible, learning activities that mirror the "flow of influence" shown in Figure 4 ought to be the ones that maximize child benefits.

Input and Output Model

Separating activity settings from their causes and consequences necessitates that additional aspects of these learning opportunities be considered if we are to more fully understand how these events and experiences have development-enhancing qualities. A simple but useful way of describing these factors is to specify both the inputs and outputs of activity settings. Inputs refer to the range of factors that make certain activities desirable or undesirable (e.g., personal and cultural values and beliefs); the factors that contribute to the content, purpose, and function of the activities; the factors that influence the behaviors expected for a child within the context of activity settings; and the factors that influence parents' and other family members' roles in shaping desired behavior. Inputs also include deliberate attempts (interventions) to influence the kinds of activity settings and learning opportunities provided or afforded young

Figure 4

Relationship Between Child Interest and Competence


Interest
Mastery
Activity Settings
Engagement
Competence

children. Child interests are examined in this study as a specific person factor (Bronfenbrenner, 1992) influencing behavior and development. Outputs refer to the consequences of the joint influences of inputs (including person factors) and activity settings on child, parent, and family behavior and functioning. The way in which inputs (and interventions as one category of inputs), activity settings, and outputs are related is shown in Figure 5. Separating activity settings from their inputs and outputs both recognizes the fact that the same activity setting can have different outputs, and that different activities can have the same outputs, depending on various inputs, thus permitting a more direct test of the empirical relationship between inputs, activity settings, and outputs.

The classes of input, activity setting, and output variables being examined in the Institute studies are shown in Table 3. Input variables include, but are not limited to, the place and location where a family lives, family demographics, ethnicity, cultural beliefs and values, both the psychological and financial costs associated with the occurrence of activity settings, child age, child disability and severity of delay, the kinds of early intervention and early childhood practices used to identify goals and outcomes, and the methods used to promote acquisition of desired behaviors, etc. As noted above, activity settings include an array of experiences and opportunities that have variously been described as routines, rituals, celebrations, and traditions occurring as part of both family and community life. Output variables include child behavior and development, child mastery and competence, parent enjoyment and gratification resulting from child achievement, parent control over and choice of desired activity settings, and parent and family quality of life.

Figure 5

Model for Depicting the Relationship Between Input Variables, Activity Settings, and Output Variables

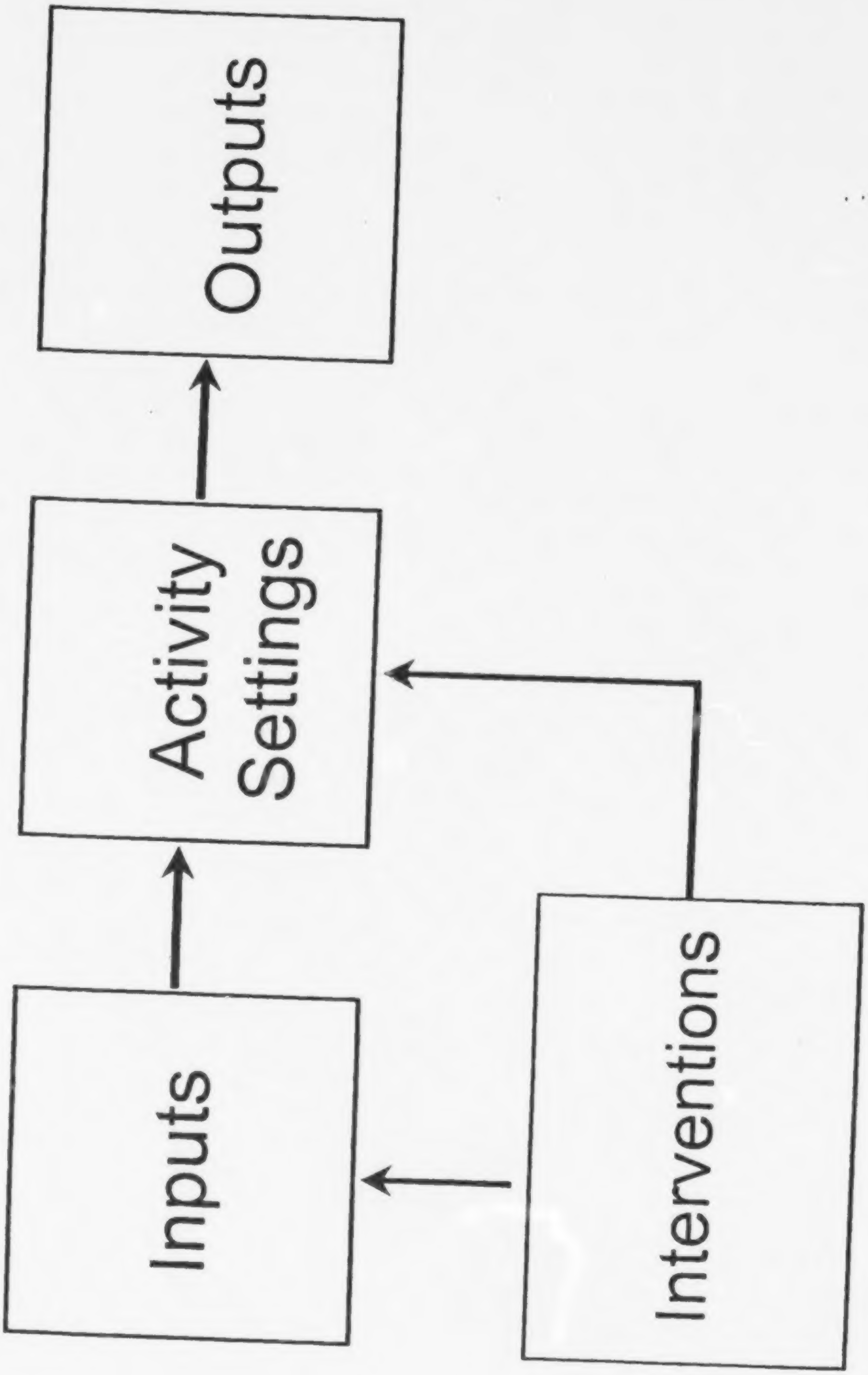

Inputs
Activity Settings
Outputs
Interventions

Table 3

Input, Activity Setting, and Output Variables Examined as Part of the Institute Research

Input Variables	Activity Settings	Output Variables
● Geography υ Location (State, city, town, etc.) υ Place of Residence (Urban, rural, suburban) ● Parent/Family υ Demographics (Age, education, SES, income) υ Ethnicity υ Personal Cultural Beliefs υ Financial/Psychological Costs ● Child υ Age υ Type of Disability υ Severity of Delay ● EI/ECSE Practices υ IFSPs/IEPs (Process, product) υ Instructional Practices (Teaching methods, toys, games, etc.)	● Home Activity Settings υ Routines υ Rituals υ Celebrations υ Traditions ● Community Activity Settings υ Routines υ Rituals υ Celebrations υ Traditions	● Child υ Behavioral Style υ Development υ Mastery υ Quality of Life ● Parent υ Personal Control/Choice υ Parent Enjoyment/Gratification υ Quality of Life ● Family υ Life Satisfaction υ Quality of Life

Operational Framework

According to Bronfenbrenner (1992), the behavior of a developing child is influenced by two sets of forces: (1) the environments experienced by the child (e.g., home routines, community activities, family traditions, community celebrations, etc.) and (2) the characteristics of the people in these environments, including those of the developing child (e.g., child interests). Accordingly, the extent to which different kinds of experiences are likely to have favorable influences is jointly determined by the quality of environmental opportunities and person characteristics. The studies being conducted in the Institute are focusing on two different kinds of environmental experiences (home and community activity settings) as sources of development enhancing learning opportunities, with particular emphasis on the manner in which these experiences promote and enhance child learning.

The framework for conceptualizing the influences of different experiences on child behavior and development can be depicted as:

$$B = f(H,C,E)\,(P),\ \text{where}$$

- B is Child Behavior and Development,
- H is Home Activity Settings,
- C is Community Activity Settings,
- E is Early Intervention/ECSE Programs and Practices, and
- P is Person Characteristics,

and the relationship among the variables is stated as follows: Child behavior and development (functioning, performance, competence, etc.) is influenced by the nature of a child's/family's home activity settings, participation in different community activities and settings, the quality of early intervention/ECSE program practices, and the person characteristics of the developing child, his/her family members, and other persons who come in contact with the child and his/her family. The person characteristics that influence behavior and development include, but are not limited to, parents' personal cultural beliefs, values, ages, and education; child's age, diagnosis, and severity of delay or disability; child assets, preferences, and abilities, and so forth. Such a framework not only captures the variables of interest in this Institute, but is concrete enough to structure efforts to focus Institute activities on specific environmental variables and person characteristics (e.g., child interests) most important for increasing learning opportunities for children with or at-risk for disabilities.

METHOD

Study Participants

The participants are 26 children with developmental delays, identified disabilities involved in Part C early intervention or Part B (619) preschool special education programs, or at-risk for developmental delay. A purposive sampling procedure is being used to select children whose language development is between 18 and 24 months. Thirteen children will be recruited at each research site (NC, CT).

RECRUITMENT NOTE. IT IS EXTREMELY IMPORTANT FOR THIS STUDY THAT THERE BE A HIGH LEVEL OF PARENT INTEREST AND MOTIVATION TO PARTICIPATE. INTEREST AND MOTIVATION NEED TO TAKE PRECEDENCE OVER OTHER FACTORS IN SELECTING STUDY PARTICIPANTS.

Instrumentation

The instruments and methods used to collect study data are described in detail in the individual administration manuals and protocols. Many have been developed specifically for this study. Others have been adopted from scales used in other studies conducted by the Institute investigators (Dunst, Bruder, et. al., 1998c, 1998b), whereas other scales are ones developed by other researchers.

Study Explanation Sheet. This is used to fully explain the study to the parents, to obtain informed consent, and to obtain releases for children's diagnostic reports and IFSPs/IEPs.

Family Background Questionnaire. This interview protocol is used to obtain child, parent, and family background information needed for ascertaining family structure, SES, etc. measuring different aspects of parents' ethnic, racial, and cultural backgrounds and experiences.

Activity-Setting Interview Protocol. This interview protocol is used to identify the home and community activity settings making up the fabric of family life, child interests, and the activity settings matching child interests.

Instructional Practices Intervention. This protocol is used to provide parents guidance in using responsive teaching as an instructional strategy.

Family Evaluation of Intervention Practices. This self-report instrument is used for parents to judge the usefulness of the intervention procedures.

Family Activity Setting Log. This self-report instrument is used by a family to record child participation in activity settings and child behavior (e.g., interest) manifested in the activity settings.

Activity Setting Parent Rating Scale. This investigator-administered scale obtains different kinds of information about child and parent behavior associated with child participation in activity settings.

Activity Settings Observation Scale. This observation scale is used to make in vivo ratings of child, parent/child, and parent behavior as part of child participation in activity settings.

Child Behavior Characteristics Rating Scale. This global rating observation scale is used to assess different dimensions of child behavioral and interactional style.

Parent Behavior Rating Scale. This global rating observation scale is used to assess different aspects of parent, parent/child, and parent/family behavior.

Parenting Confidence/Competence Scale. This global rating observation scale is used to assess different aspects of parenting competence.

Developmental Observation Checklist. This self-report instrument is used by a parent to assess child development in four developmental domains (language, social, motor, and cognition).

Everyday Parenting Scale. This self-report scale is used to obtain judgement about parent confidence and competence.

Child and Parent Experiences Scale. This self-report scale measures multiple dimensions of child, parent, parent/child, and family behavior.

Table 5 shows the outcome instruments according to assessment target (child, parent/child, parent/family) and type of assessment (self-report, investigator administered, observation). This multi-method, multi-target approach will permit triangulation as part of data analysis.

Implementation

A highly sequential and structured approach is being used to obtain input, activity setting, and output information for assessing efforts to increase the use of home and community activity settings as sources of children's learning opportunities. Emphasis is on the collection of quantitative data supplemented with qualitative descriptions to place the quantitative findings in perspective. Qualitative information is recorded in the field notes maintained by each research staff member.

Data collection during the intervention phase of the study will be anchored on activity settings as the unit of analysis. Both input (family background, acculturation and enculturation, etc.) and output (child, parent, and family functioning) data collection will be accomplished using observational, interviews, and self-report measures. Table 6 summarizes the data collection scheme and sequence of administration of the study instruments. Table 7 organizes the data collection scheme according to individual study sessions. The study is expected to take 20 weeks (sessions) per child/family with the administration of the various input, activity setting, intervention, and output measures occurring precisely in the order shown. This sequence is necessary in order to be able to separate out the effects of input, intervention, and output (outcome) variables.

Table 5

Outcomes Instruments and Measurement Procedures

	Child	Parent/Child	Parent/Family
Parent Report	Child/Parent Experiences Scale Developmental Observation Checklist Family Activity Setting Log	Child/Parent Experiences Scale Family Activity Setting Log	Child/Parent Experiences Scale Everyday Parenting Scale Family Activity Setting Log
Investigator Administered	Activity Setting Parent Rating Scale	Activity Setting Parent Rating Scale	Activity Setting Parent Rating Scale
Observation	Child Behavior Characteristic Scale Activity Setting Observation Scale	Parent Behavior Rating Scale Activity Setting Observation Scale	Parent Behavior Rating Scale Parenting Confidence/Competence Scale Activity Setting Observation Scale

Table 6

Study Instruments and Administration Schedule

Instruments	Week (Session)																			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Study Explanation Sheet	✓																			
Family Background Questionnaire	✓	✓																		
AEQ	✓	✓																		
Activity Setting Interview Protocol		✓	✓					U				U				U				
Instructional Practices Intervention			✓	✓			✓		✓		✓		✓		✓		✓		✓	
Family Evaluation of Intervention Practices								✓				✓				✓				✓
Family Activity Setting Log				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Activity Setting Parent Rating Scale					✓		✓		✓		✓		✓		✓		✓		✓	
Activity Setting Observation Scale	P	P	P	✓		✓		✓		✓		✓		✓		✓		✓		✓
Developmental Observation Checklist				✓				✓				✓				✓				✓
Child Behavior Characteristics Scale	P	P		✓		✓		✓		✓		✓		✓		✓		✓		✓
Parent Behavior Rating Scale	P	P		✓		✓		✓		✓		✓		✓		✓		✓		✓
Child and Parent Experiences Scale				✓				✓				✓				✓				✓
Everyday Parenting Scale				✓				✓				✓				✓				✓
Parenting Confidence/Competence Scale	P	P		✓		✓		✓		✓		✓		✓		✓		✓		✓
Language Sample (Audio taping)		✓		✓				✓				✓				✓				✓

NOTES. U = Update/review/revise activity settings and instructional practices.
P = Practice administration and investigator feedback.

Table 7

Schedule for Administration of Study Instruments for the Asset-Based Children's Learning Opportunities Study

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The following is the administrative schedule for administering the different study scales and instruments. It is essential that the timing and sequencing for administering the study instruments is followed as described below.

Week (Session) 1

1. Study Explanation Sheet
2. Family Background Questionnaire
3. AEQ
4. Activity Setting Observation Scale (Practice and get feedback)
5. Child Behavior Characteristics Scale (Practice and get feedback)
6. Parent Behavior Rating Scale (Practice and get feedback)
7. Parenting Confidence/Competence Scale (Practice and get feedback)

Week (Session) 2

1. Family Background Questionnaire (Complete)
2. AEQ (Complete)
3. Activity Setting Interview Protocol (Begin)
4. Activity Setting Observation Scale (Practice and get feedback)
5. Child Behavior Characteristics Scale (Practice and get feedback)
6. Parent Behavior Rating Scale (Practice and get feedback)
7. Parenting Confidence and Competence Scale (Practice and get feedback)
8. Language Sample

Week (Session) 3

1. Activity Setting Interview Protocol (Complete)
2. Activity Setting Observation Scale (Practice and get feedback)
3. Child and Parent Experiences Scale (Leave with parent to complete)
4. Everyday Parenting Scale (Leave with parent to complete)

Week (Session) 4

1. Instructional Practices Intervention
2. Family Activity Setting Log (Explain how to complete and leave with parent)
3. Activity Setting Observation Scale (Begin observations after going over the Instructional Practices Intervention)

4. Developmental Observation Checklist (Get parent started and have him/her complete while you are there)
5. Child Behavior Characteristics Scale
6. Parent Behavior Rating Scale
7. Child and Parent Experiences Scale (Pick up from parent)
8. Everyday Parenting Scale (Pick up from parent)
9. Parenting Confidence/Competence Scale
10. Language Sample

Week (Session) 5

1. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
2. Activity Setting Parent Rating Scale
3. Instructional Practices Intervention (Review with parent)

Week (Session) 6

1. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
2. Activity Setting Observation Scale
3. Child Behavior Characteristics Scale
4. Parent Behavior Rating Scale
5. Parenting Confidence/Competence Scale

Week (Session) 7

1. Family Evaluation of Intervention Practices (Leave with parent to complete)
2. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
3. Activity Setting Parent Rating Scale
4. Instructional Practices Intervention (Review with Parent)
5. Child and Parent Experiences Scale (Leave with parent to complete)
6. Everyday Parenting Scale (Leave with parent to complete)

Week (Session) 8

1. Activity Setting Interview Protocol (Update/review/revise activity settings)
2. Family Evaluation of Intervention Practices (Pick up from parent)
3. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
4. Activity Setting Observation Scale
5. Developmental Observation Checklist (Get parent started and have him/her complete while you are there)
6. Child Behavior Characteristics Scale
7. Parent Behavior Rating Scale
8. Child and Parent Experiences Scale (Pick up from parent)
9. Everyday Parenting Scale (Pick up from parent)
10. Parenting Confidence/Competence Scale
11. Language Sample

Week (Session) 9

1. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
2. Activity Setting Parent Rating Scale
3. Instructional Practices Intervention (Review with parent)

Week (Session) 10

1. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
2. Activity Setting Observation Scale
3. Child Behavior Characteristics Scale
4. Parent Behavior Rating Scale
5. Parenting Confidence/Competence Scale

Week (Session) 11

1. Family Evaluation of Intervention Practices (Leave with parent to complete)
2. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
3. Activity Setting Parent Rating Scale
4. Instructional Practices Intervention (Review with parent)
5. Child and Parent Experiences Scale (Leave with parent to complete)
6. Everyday Parenting Scale (Leave with parent to complete)

Week (Session) 12

1. Activity Setting Interview Protocol (Update/review/revise activity settings)
2. Family Evaluation of Intervention Practices (Pick up from parent)
3. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
4. Activity Setting Observation Scale
5. Developmental Observation Checklist (Get parent started and have him/her complete while you are there)
6. Child Behavior Characteristics Scale
7. Parent Behavior Rating Scale
8. Child and Parent Experiences Scale (Pick up from parent0
9. Everyday Parenting Scale (Pick up from parent)
10. Parenting Confidence/Competence Scale
11. Language Sample

Week (Session) 13

1. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
2. Activity Setting Parent Rating Scale
3. Instructional Practices Intervention (Review with parent)

Week (Session) 14

1. Family Activity Setting Log (Pick up previous week's from parent and leave a new one
2. Activity Setting Observation Scale
3. Child Behavior Characteristics Scale
4. Parent Behavior Rating Scale
5. Parenting Confidence/Competence Scale

Week (Session) 15

1. Family Evaluation of Intervention Practices (Leave with parent to complete)
2. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
3. Activity Setting Parent Rating Scale
4. Instructional Practices Intervention (Review with parent0
5. Child and Parent Experiences Scale (Leave with parent to complete)
6. Everyday Parenting Scale (Leave with parent to complete)

Week (Session) 16

1. Activity Setting Interview Protocol (Update/review/revise activity settings)
2. Family Evaluation of Intervention Practices (Pick up from parent)
3. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
4. Activity Setting Observation Scale
5. Developmental Observation Checklist (Get parent started and have him/her complete while you are there)
6. Child Behavior Characteristics Scale
7. Parent Behavior Rating Scale
8. Child and Parent Experiences Scale (Pick up from parent)
9. Everyday Parenting Scale (Pick up from parent)
10. Parenting Confidence/Competence Scale
11. Language Sample

Week (Session) 17

1. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
2. Activity Setting Parent Rating Scale
3. Instructional Practices Intervention (Review with parent)

Week (Session) 18

1. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
2. Activity Setting Observation Scale
3. Child Behavior Characteristics Scale
4. Parent Behavior Rating Scale
5. Parenting Confidence/Competence Scale

Week (Session) 19

1. Family Evaluation of Intervention Practices (Leave with parent to complete)
2. Family Activity Setting Log (Pick up previous week's from parent and leave a new one)
3. Activity Setting Parent Rating Scale
4. Instructional Practices Intervention (Review with parent)
5. Child and Parent Experiences Scale (Leave with parent to complete)
6. Everyday Parenting Scale (Leave with parent to complete)

Week (Session) 20

1. Family Evaluation of Intervention Practice (Pick up from parent)
2. Family Activity Setting Log (Pick up previous week's from parent)
3. Activity Setting Observation Scale
4. Developmental Observation Checklist (Get parent started and have him/her complete while you are there)
5. Child Behavior Characteristics Scale
6. Parent Behavior Rating Scale
7. Child and Parent Experiences Scale (Pick up from parent)
8. Everyday Parenting Scale (Pick up from parent)
9. Parenting Confidence/Competence Scale
10. Language Sample

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APPENDIX I

Running Head: STUDY EXPLANATION SHEET

Alternative Early Intervention Service Delivery Models for Latino Families Whose Children are English Language Learners

STUDY EXPLANATION SHEET

Alternative Service Delivery Model

Revised Version

February 16, 2001

STUDY EXPLANATION SHEET

[Introduction to Interview]

[The Study Explanation Sheet includes the information needed to fully explain the study to the study participants, obtain informed consent, obtain releases for child diagnostic reports and developmental records, and explain how families will be compensated for their participation in the studies. The Study Explanation Sheet is intended as a guideline for fully disclosing all aspects of the investigation and not as a set of rigid instructions about the study or the parents' role in participation in the study. It is, however, important that ALL of the sections below be covered and the parents fully understand each part. All information available to you (procedural manual, study abstract, protocols, etc.) can be used to describe the study, describe parent participation, answer questions, etc.

[INTRODUCTION]

HELLO, MY NAME IS (________). I AM A STAFF MEMBER OF THE LATINO PROJECT. THIS PROJECT IS BEING FUNDED BY THE U.S. DEPARTMENT OF EDUCATION TO LEARN HOW TO USE EVERYDAY FAMILY AND COMMUNITY LIFE AS SOURCES OF CHILDREN'S LEARNING ENGLISH AND USING CHILD INTEREST AS A WAY OF SELECTING ACTIVITY SETTINGS THAT MAY BEST HELP CHILDREN LEARN ENGLISH. I WANT TO THANK YOU FOR AGREEING TO BE PART OF THIS STUDY.

YOUR PARTICIPATION WILL HELP US LEARN ABOUT THE THINGS A FAMILY CAN DO TO PROVIDE THEIR CHILD DIFFERENT KINDS OF LEARNING OPPORTUNITIES. I'D LIKE TO LEAVE YOU MY NAME, ADDRESS, AND PHONE NUMBER IN CASE YOU NEED TO GET IN TOUCH WITH ME. [Provide the parent this information]. IF YOU NEED TO TALK TO EITHER DR. BRUDER OR DR. TRIVETTE [Project Directors], YOU CAN CALL OR REACH THEM AT THE NUMBER OR ADDRESS AT THE BOTTOM OF THE PAGE. YOU ALSO CAN REACH DR. TRIVETTE CALLING HER AT

1-800-824-1174. (Write name and phone number on the same sheet as your name.) THIS IS A FREE PHONE CALL AND WON'T COST YOU ANY MONEY.

[PURPOSE OF THE STUDY]

I'D LIKE TO TAKE A FEW MINUTES TO EXPLAIN OUR STUDY TO YOU AND ANSWER ANY QUESTIONS YOU MAY HAVE. WE ARE WORKING WITH FAMILIES IN CONNECTICUT AND NORTH CAROLINA TO HELP PARENTS PROVIDE THEIR CHILDREN OPPORTUNITIES TO LEARN ENGLISH. THIS IS DONE BY INCLUDING ENGLISH IN WHAT FAMILIES ALREADY DO DAY-IN AND DAY-OUT AS WELL AS NEW THINGS FAMILIES WOULD LIKE TO DO OR TRY.

THE PURPOSE OF THE STUDY IS TO INCREASE OPPORTUNITIES FOR LEARNING ENGLISH FOR YOUR CHILD USING YOUR CHILD'S INTERESTS, AND TO EVALUATE HOW THIS EFFECTS [CHILD'S NAME], YOURSELF, AND YOUR FAMILY. WE WILL WORK TOGETHER TO IDENTIFY THESE OPPORTUNITIES AND WILL BE LOOKING AT DIFFERENT WAYS TO DO THESE ACTIVITIES ON A REGULAR BASIS. I'LL BE ASKING YOU THROUGHOUT THE STUDY TO EVALUATE WHETHER THESE DIFFERENT THINGS ARE HELPFUL OR NOT HELPFUL TO YOU AND YOUR CHILD. THE DIFFERENT THINGS WE WILL BE DOING TO HELP [CHILD'S NAME] LEARN HAVE ALL BEEN FOUND TO INCREASE CHILDREN'S LEARNING OF ENGLISH.

[FAMILY PARTICIPATION]

I'D LIKE TO VISIT WITH YOU ABOUT ONCE A WEEK OVER THE NEXT 6 MONTHS TO WORK WITH YOU TO PROVIDE YOUR CHILD DIFFERENT KINDS OF LEARNING OPPORTUNITIES FOR LEARNING ENGLISH. OUR TIME TOGETHER WILL LAST ABOUT TWO HOURS. IF WE CAN'T FINISH WHAT WE NEED TO DURING MY VISIT, I CAN COME BACK AGAIN THAT WEEK TO COMPLETE THE SESSION. ON DIFFERENT VISITS I WILL BE DOING SOME INTERVIEWS WITH YOU, ASKING YOU SOME QUESTIONS ABOUT YOURSELF AND YOUR CHILD, OBSERVING YOUR CHILD IN DIFFERENT ACTIVITIES, AUDIO TAPING THESE ACTIVITIES AND MAKING NOTES ABOUT WHAT WE TALK ABOUT AND WHAT I OBSERVE. ALL OF THIS INFORMATION WILL BE HELD IN STRICTEST CONFIDENCE. NO ONE OTHER THAN MEMBERS OF THE RESEARCH TEAM WILL BE ALLOWED TO SEE ANY OF THE INFORMATION WE TALK ABOUT OR YOU PROVIDE ME. ALSO, ALL THE INFORMATION WILL BE CODED SO YOUR CHILD AND FAMILY'S IDENTITY IS PROTECTED AT ALL TIMES. DO YOU HAVE ANY QUESTIONS ABOUT WHAT WE WILL BE DOING AND WHAT WE ARE ASKING YOU TO DO?

[FAMILY COMPENSATION]

TO SHOW YOU HOW MUCH WE APPRECIATE YOUR WILLINGNESS TO BE PART OF THE STUDY, WE ARE ABLE TO PROVIDE YOU $200 AS A WAY OF THANKING YOU FOR THE TIME YOU LET US SPEND WITH YOU AND YOUR CHILD. WE CAN PROVIDE YOU THIS MONEY IN TWO PAYMENTS OF $100 EACH PAID

AFTER WE COMPLETE THE WORK FOR 12 SESSIONS. WOULD A CHECK BE OK OR WOULD YOU LIKE TO BE PAID ANOTHER WAY? [If paid by check], "HOW DO YOU WANT THE CHECKS MADE OUT AND WHAT ADDRESS IS BEST TO USE TO SEND YOU THE CHECKS?" [Complete the Parent Payment Form and in North Carolina return it to the Puckett Institute Asheville office. In Connecticut return it to Julie Gianesini.] DO YOU HAVE ANY QUESTIONS ABOUT THE PAYMENTS?

[INFORMED CONSENT]

IF YOU FEEL YOU HAVE A GOOD IDEA ABOUT THE STUDY AND WHAT WE WILL BE DOING, I NEED TO ASK YOU TO SIGN THIS [INFORMED CONSENT] FORM SAYING YOU AGREE TO PARTICIPATE IN THE STUDY. IF YOU COULD PLEASE TAKE A MINUTE TO READ THIS [or you can read it to the parent if he/she prefers] AND SIGN TWO COPIES. ONE IS FOR US AND ONE IS FOR YOU TO KEEP. IF YOU HAVE ANY QUESTIONS AFTER YOU READ THE FORM, I'LL BE GLAD TO TRY TO ANSWER THEM.

[Keep one signed copy in the families folder.]

IS YOUR CHILD CURRENTLY RECEIVING ANY HELP FROM ANYONE BESIDES YOUR FAMILY?

[If no, jump to Family Measures Section. If yes, proceed.]

[RELEASE FORMS]

WE WOULD LIKE TO ASK YOU IF WE CAN GET COPIES OF ANY TESTS OR REPORTS THAT HAVE BEEN DONE ON [CHILD'S NAME]. WE ALSO WOULD LIKE TO REQUEST A COPY OF [CHILD'S NAME]'S MOST RECENT IFSP. (In Connecticut, you may ask the family if we could make copies of any of the information they may have and return it to them. This seems to be more efficient and effective.) IF THIS IS OK, COULD YOU PLEASE SIGN SOME RELEASE FORMS SO WE CAN OBTAIN THIS INFORMATION. THE INFORMATION WILL HELP US HAVE A BETTER UNDERSTANDING OF HOW YOUR CHILD HAS BEEN PROGRESSING AND GIVE US A BETTER IDEA ABOUT WHY HE/SHE IS RECEIVING [EARLY INTERVENTION OR PRESCHOOL] SERVICES.

WHO HAS CONDUCTED ANY [DEVELOPMENTAL] TESTS ON [CHILD'S NAME] SINCE HE/SHE WAS BORN? [Hospital? Diagnostic Clinic? Early Intervention Program? Preschool Program?] WHAT ARE THE NAMES (and addresses if the parent knows) OF THE PROGRAMS WHO DID THE TESTS?

WHAT IS THE NAME OF THE [EARLY INTERVENTION OR PRESCHOOL] PROGRAM THAT PROVIDES YOUR CHILD SERVICES?

> [Record names and addresses separately on each release form. Have the parent sign each release form. In North Carolina return to Puckett Institute Asheville office for processing. In Connecticut the research staff will be processing the paperwork themselves.]

THANK YOU FOR AGREEING TO ALLOW US TO LOOK AT THESE REPORTS.

[FAMILY MEASURES]

> [Begin administering the Family Background Questionnaire during the initial visit and complete during the second visit to the family if necessary.]

I'D LIKE TO GET STARTED BY TALKING TO YOU ABOUT YOUR CHILD(REN) AND FAMILY.

[SCHEDULING NEXT VISIT]

EVERYTHING YOU HAVE SHARED WITH ME TODAY HAS GIVEN US A GOOD START WITH THE STUDY. IS THERE ANYTHING ELSE YOU WANT TO SHARE WITH ME OR ASK ME BEFORE WE SCHEDULE A TIME FOR ME TO COME BACK AND VISIT AGAIN?

[After any questions have been answered, schedule the next visit. Leave a "reminder card" with the date, day, and time for the next visit.]

INFORMED CONSENT LETTER

I understand that the purpose of this study is to learn how to increase children's learning opportunities to learn English and to use my child's interests for identifying these learning opportunities. I also understand that I will be working with my child each week to do these activities and to keep records about what my child does and what my child learns.

I understand that a project staff member will be working with my family once a week for 6 months, and during these visits this person will be conducting interviews with me, asking me questions about my child and family, obtaining information about my child's development, asking me to fill out questionnaires or answer questions, and observing my child and family as part of the learning activities for my child.

I understand that my participation in this study is voluntary, and that I may withdraw my consent to participate at any time. I also understand that all information I provide is confidential, and no one other than the project staff will be allowed to see the information I provide. I further understand that this information will be coded in a way that protects my family's identity at all times.

I understand that I will be provided $200.00 for completion of the study interviews, scales, and observations. I understand I will receive a total of 2 payments of $100 each paid after the completion of twelve sessions.

I have had this study explained to me to my satisfaction and have had all my questions answered to my satisfaction. I understand that I can ask questions at any time and have them answered to my satisfaction.

I have read this form or have had it read to me, and my signature below means I am agreeing to be part of the study.

Signature ________________________ Date ________________

Witness ________________________ Date ________________

INFORMED CONSENT LETTER

I understand that the purpose of this study is to learn through observation how my child is learning language through everyday activities.

I understand that a project staff member will be working with my family once a month for 6 months, and during these visits this person will be conducting interviews with me, asking me questions about my child and family, obtaining information about my child's development, asking me to fill out questionnaires or answer questions, and observing my child and family as part of the learning activities for my child.

I understand that my participation in this study is voluntary, and that I may withdraw my consent to participate at any time. I also understand that all information I provide is confidential, and no one other than the project staff will be allowed to see the information I provide. I further understand that this information will be coded in a way that protects my family's identity at all times.

I understand that I will be provided $200.00 for completion of the study interviews, scales, and observations. I understand I will receive a total of 2 payments of $100 each paid after the completion of three sessions.

I have had this study explained to me to my satisfaction and have had all my questions answered to my satisfaction. I understand that I can ask questions at any time and have them answered to my satisfaction.

I have read this form or have had it read to me, and my signature below means I am agreeing to be part of the study.

Signature	Date
Witness	Date

Consent to Release IFSP/IEP Documents

I, ______________________ (Parent's name), hereby authorize the release of my child's _______________ (Child's name) most recent IFSP/IEP (Individualized Family Service Plan or Individual Evaluation Plan) to the Division of Child and Family Studies, University of Connecticut Health Center for the Alternative Early Intervention Service Delivery Model for Latino Families Project. The entire IFSP/IEP should be released, including goal sheets and activities. I understand that this information will be used as part of my involvement in the project's work, and that all information will be kept confidential and will be coded to conceal my family's identity.

This informed consent has been explained to me, and I understand the nature and extent of the contents to be released, the need for the information, and that confidentiality will be protected. I hereby acknowledge that this consent is truly voluntary and valid. I agree that this authorization for release of records will remain in force for the duration of the research being conducted, approximately six months from the date of my signature on this form.

Parent Signature ______________________________ Date ___________________

Witness Signature _____________________________ Date ___________________

My child's most recent IFSP or IEP was developed at ___________________________

(Program name), which is located at _____________________________________

____

____

Contact Person ____________________________ Phone___________________

Consent to Release Diagnostic and Assessment Information

I, ______________________ (Parent's name), hereby authorize the release of my child's _______________ (Child's name) diagnostic and assessment reports to the Division of Child and Family Studies, University of Connecticut Health Center for the Alternative Early Intervention Service Delivery Model for Latino Families Project. This includes all diagnostic and assessment tests, and psychological, speech, occupational, physical, and special education assessments. I understand that this information will be used for descriptive purposes only as part of my participation in the project's work, and that all information will be kept confidential and will be coded to conceal my family's identity.

This informed consent has been explained to me, and I understand the nature and extent of the contents to be released, the need for the information, and that confidentiality will be protected. I hereby acknowledge that this consent is truly voluntary and valid. I agree that this authorization for release of records will remain in force for the duration of the research being conducted, approximately six months from the date of my signature on this form.

Parent Signature ____________________________ Date __________________

Witness Signature ____________________________ Date __________________

My child was assessed or tested at ____________________ (Program name), which is located at ____

____

____

Contact Person___________________________ Phone____________________

Parent Payment Form

I understand that I will be paid $200 in two (2) payments of $100 each for my participation in the Examination of An Alternative Early Intervention Service Delivery Model. The payment will be made for completing a series of interviews, observations, and scales explained to me. Please make the check out to:

Name: ______________________________

Address: ______________________________

____

City: ________________ State: _____ Zip: __________

Signature: ______________________________

Social Security #: __________________________

Running Head: FAMILY QUESTIONNAIRE

Alternative Early Intervention Service Delivery Models for Latino Families Whose Children are English Language Learners

FAMILY BACKGROUND QUESTIONNAIRE

Alternative Service Delivery Model

Revised Version

February 28, 2001

Family Background Questionnaire

[Introduction to Interviewer]

[This questionnaire asks parents for background information about themselves, their children, and other family members. The information is needed for descriptive purposes and for ascertaining the relationship between different background variables and the activity setting and outcome variables. The questionnaire should be administered in as informal a way as possible. Some questions you will be able to answer based on your ongoing interactions with the family. This can be recorded on the Family Background Questionnaire Code Sheet, and the family asked only to confirm the response.]

[INTRODUCTION FOR PARENT/FAMILY MEMBER]

I'D LIKE TO ASK YOU SOME QUESTIONS ABOUT YOURSELF AND YOUR FAMILY SO THAT WE CAN ACCURATELY DESCRIBE YOUR FAMILY'S UNIQUE CHARACTERISTICS. THIS IS IMPORTANT FOR COMMUNICATING ABOUT THE FAMILIES WHO PARTICIPATE IN OUR STUDY. AS I HAVE SAID BEFORE, THE INFORMATION YOU SHARE WITH ME IS CONFIDENTIAL, AND NO ONE OTHER THAN OUR RESEARCH STAFF WILL BE ALLOWED TO SEE THE INFORMATION. ALSO, I WANT TO REASSURE YOU THAT ALL THE INFORMATION WILL BE CODED IN A WAY THAT PROTECTS YOUR FAMILY'S IDENTITY. SOME QUESTIONS MAY SEEM A LITTLE PERSONAL, BUT THE INFORMATION IS HELPFUL TO US TO BE SURE WE HAVE AS COMPLETE AN UNDERSTANDING AS POSSIBLE ABOUT YOUR FAMILY BACKGROUND AND SITUATION.

[Parent Background Characteristics]

I'D LIKE TO BEGIN BY ASKING YOU SOME QUESTIONS ABOUT YOURSELF [AND YOUR SPOUSE OR PARTNER] (if applicable).

1. What is your birthdate?
2. Are you married, living with a partner/mate, divorced, separated, widowed, or single?
3. (If married or living with partner/mate), what is your partner's birthdate?
4. How many years of school have you completed from kindergarten to 12th grade? How many year of school have you completed after 12th grade? (If applicable), what degree(s) have you received? In what field(s)? What do you consider your profession (even if you are not currently working)? (If the respondent describes a profession and you are not sure what it is, ask): Exactly what does a [profession] do?
5. (If applicable), how many years of school has your partner completed from kindergarten to 12th grade? How many years of school has your partner completed after 12th grade? What degree(s) has your partner received? In what field(s)? What does your partner consider his/her profession (even if he/she is not currently working)? (If the respondent describes a profession and you are not sure what it is, ask): Exactly what does a [profession] do?
6. Do you have paid employment either inside or outside the home? (If yes), how many hours per week? What shift? What kind of job/position do you have? Tell me about what you do in your job? (If the respondent describes a job and you are not sure what it is, ask): Exactly what does a [job] do?
7. (If applicable), does your partner have paid employment either inside or outside the home? (If yes), how many hours per week? What shift? What kind of job/position does your partner

have? Tell me about what your partner does in his/her job? (If the respondent describes a job and you are not sure what it is, ask): Exactly what does a [job] do?

8. What is your country of origin? How long have you been in the United States(in years)? Are you registered or taking some type of English class? If yes, how often do you go?, and how long have you taken classes? Is there anyone living in your household who speaks English? If yes, how often do they use English? (a little, some, quite a bit, a lot).

[Household Membership]

NEXT I'D LIKE TO ASK YOU A COUPLE OF QUESTIONS ABOUT OTHER MEMBERS OF YOUR HOUSEHOLD, INCLUDING YOUR CHILDREN.

1. Beside yourself and partner (if applicable), who else is part of your household? What are their relationships to you?
2. How much help are these people (including your partner, if applicable) in terms of: (a) taking care of the maintenance of your house/apartment, (b) taking care of your young child(ren), and (c) doing household chores. [Each of these questions should be rated by the parent as: ***Not at all, A little, Some, or A lot*** using the appropriate rating sheet form.]

[Child(ren's) Characteristics]

I'D LIKE TO CONTINUE ASKING YOU SOME QUESTIONS ABOUT YOUR CHILD[REN].

1. What is/are the birthdate(s) and age(s) of your child(ren)?
2. Which child is receiving early intervention (Part C) or preschool special education (Part B, 619) services?
3. What is the name of the program your child attends? Is it home-based, center-based, or a combination of the two? Other (specify)?

4. What were you told about (child's name) that made him/her eligible for services from this program? (What is the nature of the child's delay or disability?)

[Family Financial Resources]

FINALLY I'D LIKE TO ASK YOU SOME QUESTIONS ABOUT YOUR FAMILY'S FINANCIAL SITUATION. [Use the appropriate rating cards for the respondent to give his/her response.]

1. Thinking about expenses like rent, food, clothing, and other monthly bills, is the money available to support your family:

   A Not At All Adequate
   B A Little Adequate
   C Somewhat Adequate
   D Very Adequate

2. How much do you worry about your family's financial situation?

   A. Not At All
   B. A Little
   C. Some
   D. A Lot

3. How difficult has it been to pay your family bills lately?

   A. Very Difficult
   B. A Little Difficult
   C. Sometimes Difficult

D. Not At All Difficult

4. How often in the past year were you not able to buy something for yourself or your children because you just couldn't afford it?

    A. Not At All

    B. A Little

    C. Some

    D. A Lot

5. Which of the following best describes your family's financial situation:

    A. Do Not Have Enough Money to Cover All Your Basic Expenses,

    B. Have Just Enough Money to Make Ends Meet,

    C. Have A Little Extra Money to Buy "Little Things",

    D. Have Enough Money to Buy Bigger Things Like A TV, VCR, or Computer,

    E. Have Enough Money to Save Some Every Month or Almost Every Month.

THANK YOU FOR TAKING THE TIME TO PROVIDE ME THIS INFORMATION

Family Background Questionnaire

ID: ______________ State __________ Date ___________

Interviewer ________________________ Interviewee ____________________

Parent Background Characteristics

1. Respondent's Birthdate: _______________ Age: ______________(years)

2. Respondent's Marital Status: Married Living with Partner Divorced

Separated Widowed Single

3. Partner's Birthdate: _______________ Age: ______________(years)

4. Respondent's Education: ______________(years of schooling)

Degree(s): ____

Field of Study: ____

Profession: ____

5. Partner's Education: ______________(years of schooling)

Degree(s): ____

Field of Study: ____

Profession: ____

6. Respondent's Work Status: Not Working Part-Time Full-Time

Hours Per Week: _______________ Shift: _____________________

Job:_____________________________________

6. Partner's Work Status: Not Working Part-Time Full-Time

Hours Per Week: _______________ Shift: _____________________

Job:_____________________________________

8. What is your country of origin? ____________________

How long have you been in the United States? ____________(years)

Are you registered or taking some type of English class? Yes _____ No_____

How often do you go? __________ How long have you taken classes_________

Is there anyone living in your household who speaks English? Yes _____ No _____

If yes, how often do the use English? A Little Some Quite a Bit A lot

Household Membership

1. Household Members

First Name	Relationship to Respondent

2. Help From Household Members With:

House/Apartment:	Not At All	A Little	Some	A Lot
Caring For Children:	Not At All	A Little	Some	A Lot
Household Chores:	Not At All	A Little	Some	A Lot

Child(ren) Characteristics

1. Children

First Name	Birthdate	Age	Sex	Living in Household
__________	________	____	____	Y N
__________	________	____	____	Y N
__________	________	____	____	Y N

2. First name of child(ren) receiving Early Intervention or Preschool Services

____

3. Program Name ______________________________________

Home-Based   Center-Based   Combination   Other(specify)

4. Child(ren)'s Delay/Disability:

____

____

____

____

Family Financial Resources

1. Adequacy of Money Available to Support Family

   Not at All   A Little   Somewhat   Very

2. Worry about Family's Financial Situation

   Not at All   A Little   Some   A Lot

3. Financial Difficulty

   Very   A Little   Sometimes   Not At All

4. Not Able to Buy Something for Self or Children

   Not at All   A Little   Some   A Lot

5. Family's Financial Situation

   Not Enough   Just Enough   Little Extra   Expendable   Savings

Running Head: ACTIVITY SETTING INTERVIEW PROTOCOL

Alternative Early Intervention Service Delivery Models for Latino Families Whose Children are English Language Learners

ACTIVITY SETTING INTERVIEW PROTOCOL

Asset-Based Study

Revised Version

February 9, 2000

ACTIVITY SETTING INTERVIEW PROTOCOL

[Introduction for Interviewer]

[The purposes of this interview are: (1) identify the types of family (home) and community activity settings occurring in the target family, (2) identify the assets, interests, etc. of the child participating in the study, and (3) identify the activity settings providing the best contexts for the child to express his/her interests. At least 10 activity settings (6 home and 4 community) should be identified for promoting interest-based child participation in the activity settings. The activity settings and interests will constitute the contextual/person characteristics for the intervention phase of the study.]

[INTRODUCTION FOR PARENT/FAMILY MEMBER]

I'D LIKE TO BEGIN BY FIRST EXPLAINING WHAT WE WILL BE DOING DURING OUR TIME TOGETHER TODAY. AS I HAVE SAID BEFORE, WE ARE TRYING TO LEARN MORE ABOUT WHAT KIND OF ACTIVITIES FAMILIES DO AS PART OF DAY TO DAY LIVING, AND TO FIND OUT HOW CHILDREN BENEFIT FROM PARTICIPATION IN THESE ACTIVITIES. FIRST, WE WILL MAKE A LIST OF THE ACTIVITIES YOUR FAMILY DOES AS PART OF YOUR FAMILY LIFE AND AS PART OF YOUR COMMUNITY LIFE. SECOND, WE WILL MAKE A LIST OF THE THINGS [CHILD'S NAME] LIKES TO DO, IS INTERESTED IN DOING, IS GOOD AT DOING, AND SO FORTH. THIRD, WE WILL GO BACK OVER THE LIST OF FAMILY AND COMMUNITY ACTIVITIES AND SELECT THE ONES THAT WILL GIVE [CHILD'S NAME] AN OPPORTUNITY TO EXPRESS HIS/HER INTERESTS.

THERE ARE NO RIGHT OR WRONG ANSWERS; WE ARE INTERESTED IN LEARNING ABOUT THE KINDS OF ACTIVITIES YOUR FAMILY DOES. AS I HAVE

SAID TO YOU BEFORE, OUR CONVERSATIONS ARE CONFIDENTIAL, AND NO ONE BUT OUR RESEARCH STAFF WILL BE ALLOWED TO SEE WHAT WE TALK ABOUT. I WILL BE KEEPING NOTES ON A RECORDING FORM SO WE CAN GO BACK LATER AND LOOK OVER THE LIST. DO YOU HAVE ANY QUESTIONS BEFORE WE BEGIN?

[FAMILY AND COMMUNITY ACTIVITIES SETTINGS]

I'D LIKE TO BEGIN BY SAYING A LITTLE BIT MORE ABOUT THE ACTIVITIES I'M INTERESTED IN TALKING ABOUT. CHILDREN AND THEIR FAMILIES DO DIFFERENT KINDS OF THINGS IN THEIR HOMES, OUTSIDE THEIR HOMES, AND IN THEIR NEIGHBORHOODS AND COMMUNITIES AT DIFFERENT TIMES OF THE DAY, WEEK, AND SO FORTH. SOME OF THESE THINGS HAPPEN EVERYDAY OR ALMOST EVERYDAY LIKE MEALTIMES OR WALKS IN THE NEIGHBORHOOD. SOME THINGS HAPPEN MAYBE ONCE OR TWICE A WEEK LIKE SHOPPING, OR LESS OFTEN LIKE PARENT MEETINGS OR SPORTS EVENTS. OTHER THINGS MIGHT HAPPEN JUST CERTAIN TIMES OF THE YEAR LIKE RELIGIOUS HOLIDAYS OR ON SPECIAL OCCASIONS LIKE BIRTHDAY PARTIES. WE WANT TO MAKE AS COMPLETE A LIST OF THESE ACTIVITIES AS POSSIBLE. I WILL BE ASKING YOU A SERIES OF QUESTIONS TO HELP IDENTIFY THE ACTIVITIES OCCURRING IN YOUR FAMILY.

[Make a list of the (micro) locations and activities the family describes on the Activity Settings Recording Form as the parent identifies his/her family and community activity settings.]

LET'S BEGIN BY HAVING YOU TELL ME ABOUT WHAT KINDS OF THINGS YOU AND YOUR FAMILY DO EVERYDAY OR ALMOST EVERY DAY IN YOUR HOME? [e.g., daily routines]; IN YOUR COMMUNITY? [e.g., work, preschool, etc.]

[Determine and record the specific (micro) location of each activity (e.g., home is general, the kitchen is specific; park is general, slide is specific.)]

WHAT KINDS OF THINGS DO YOU AND YOUR FAMILY DO IN YOUR HOME AND COMMUNITY ALMOST EVERY DAY DURING CERTAIN TIMES OF THE YEAR, LIKE SWIMMING DURING THE SUMMER MONTHS?

WHAT THINGS HAVE TO BE DONE MOST EVERYDAY EITHER IN YOUR HOME OR IN THE COMMUNITY? [e.g., shopping] [Record the specific (micro) locations of the activities.]

TELL ME ABOUT THE THINGS YOU GET TO DO MOST DAYS THAT YOU LIKE TO DO (ENJOY DOING) IN YOUR HOME? IN YOUR NEIGHBORHOOD OR COMMUNITY? [Record the specific (micro) locations of the activities.]

WHAT THINGS DO YOU ESPECIALLY LOOK FORWARD TO DOING?

[Be sure to ask about things that happen every day, things that happen regularly but perhaps not everyday (e.g., bathtimes, soccer practice), and things that happen at highly predictable times say every third day (e.g., big sister watching baby brother so mom can go to a Monday, Wednesday, and Friday night meeting, activities at church three times a week).]

[Be sure to find out about both formal (e.g., dance classes, church meetings, sports events) and informal (e.g., coffee with a neighbor at your house, picnics, walks, hikes, rides in the country) activities.]

[Be sure to ask (probe) for clarification and elaboration of descriptions that are not clear.]

[Be sure to determine the specific (micro) location (e.g., kitchen, garden, swings) of the activities.]

[Be sure to use observations, physical evidence, and other sources of information as a basis for asking about activity settings that are not listed by the parent (e.g., I noticed (from a photograph) that your older child was on a soccer team. Is this something your children are doing now?)]

WHAT KINDS OF THINGS DO YOU AND YOUR FAMILY DO INSIDE YOUR HOME OR OUTSIDE YOUR HOME IN YOUR NEIGHBORHOOD OR COMMUNITY CERTAIN DAYS OR TIMES OF THE WEEK? (Nondaily routines)

WHAT THINGS DO YOU DO CERTAIN TIMES OF THE WEEK, DURING OTHER TIMES OF THE YEAR, OTHER SEASONS OF THE YEAR IN YOUR HOME? IN YOUR COMMUNITY?

WHAT ARE THE THINGS THAT YOU DO IN YOUR HOME AND COMMUNITY ON WEEKENDS? WHAT FUN THINGS DO YOU DO? WHAT THINGS DO YOU DO THAT YOU HAVE TO DO? [e.g., obligations, chores]

WHAT KINDS OF THINGS DO YOU DO IN YOUR HOME AND COMMUNITY ON A REGULAR BASIS CERTAIN DAYS OF THE WEEK? CERTAIN NIGHTS?

WHAT THINGS DO YOU LOOK FORWARD TO DOING?

[Be sure to ask about things that happen on a regular basis but not daily (e.g., every Wednesday night or Sunday afternoon), things that may happen once a month, every other week, and things that happen on a nondaily but highly routinized schedule (e.g., visiting a homebound relative after church on Sundays.)]

[Be sure to ask about seasonal activity settings that occur certain times of the year, and then on a regular basis (e.g., dance classes in the fall occurring 2-3 times per week.)]

[Be sure to ask (probe) for clarification and elaboration of unclear descriptions.]

[Be sure to determine the general (micro) locations of the activities (e.g., kitchen, garden, swings).]

[Be sure to use different sources of evidence to ask about activity settings not listed by the parent.]

WHAT THINGS DO YOU AND YOUR FAMILY DO IN YOUR HOME OR IN YOUR NEIGHBORHOOD OR COMMUNITY CERTAIN TIMES OF THE YEAR? ON SPECIAL OCCASIONS? (Celebrations/Traditions)

WHAT HOLIDAYS DO YOU LOOK FORWARD TO?

WHAT KINDS OF THINGS DO YOU CELEBRATE IN YOUR FAMILY (HOME) OR IN YOUR NEIGHBORHOOD OR COMMUNITY?

WHAT ARE THE SPECIAL KINDS OF THINGS THAT YOUR FAMILY GETS (OR LIKES) TO DO IN YOUR HOME AND COMMUNITY?

[Be sure to use physical evidence and observations to ask about family traditions, celebrations, and rituals.]

[Be sure to ask about seasonal (e.g., vacations) or date specific (e.g., birthdays) events that are apparently "celebrated."]

ARE THERE OTHER THINGS YOU AND YOUR FAMILY DO IN YOUR HOME AND COMMUNITY THAT WE HAVEN'T TALKED ABOUT?

[At this point in the process it is important to get as complete a picture as possible of the things the family does that constitute family and community activity settings.]

[Ask about activity settings that you observe or can infer happen (e.g., from photographs) and record these on the Activity Setting Recording Form if the parent indicates they are a "part" of family life.]

[PARENT PARTICIPATION AND FREQUENCY]

NOW LET'S LOOK BACK OVER THE LIST OF ACTIVITIES AND HAVE YOU TELL ME WHETHER THEY ARE ONES IN WHICH YOU USUALLY ARE INVOLVED WITH YOUR CHILD OR GET TO SEE YOUR CHILD PARTICIPATE. LET'S START WITH THE FIRST ACTIVITY. DO YOU PARTICIPATE IN THIS ACTIVITY WITH YOUR CHILD? IF YOU DON'T PARTICIPATE, DO YOU GET TO SEE YOUR CHILD DOING [ACTIVITY]?

[Go through the list of activity settings and place a check in the Participant column of the Recording Form for each activity in which the parent participates with his/her child or sees the child participate.]

NEXT, LET'S LOOK AGAIN AT THE ACTIVITIES IN WHICH YOU PARTICIPATE WITH OR OBSERVE YOUR CHILD. LET'S TALK ABOUT WHICH OF THESE ACTIVITIES HAPPEN AT LEAST 1-2 TIMES A WEEK. LET'S START WITH THE FIRST ACTIVITY IN WHICH YOU PARTICIPATE OR OBSERVE WITH YOUR CHILD.

[Go through the list of activity settings in which the parent participates with or observes the child and place a check in the Frequency column of the recording form for each activity setting that happens 1-2 times a week.]

[CHILD INTERESTS]

WE'RE GOING TO CHANGE OUR FOCUS AND TALK ABOUT [CHILD'S NAME] INTERESTS AND ABILITIES. THE THINGS A PERSON IS GOOD AT DOING, LIKES TO DO, ENJOYS DOING, AND SO FORTH ARE CALLED A PERSON'S ASSETS. ALL CHILDREN HAVE ASSETS ALTHOUGH SOMETIMES WE OVERLOOK THEM. I'M GOING TO ASK YOU SOME QUESTIONS TO HELP YOU THINK ABOUT [CHILD'S

NAME] ASSETS. I'LL MAKE A LIST OF ALL THE THINGS YOU TELL ME. WE'LL USE THIS LIST TO GO BACK THROUGH YOUR FAMILY AND COMMUNITY ACTIVITIES TO FIND THE ONES BEST SUITED FOR BRINGING OUT [CHILD'S NAME] ASSETS.

Make a list of the child's interests, abilities, etc. on the Child Asset Recording Form.]

LET'S BEGIN BY HAVING YOU TELL ALL THE THINGS THAT MAKE [CHILD'S NAME] SMILE AND LAUGH? WHO DOES THIS? WHERE DOES IT HAPPEN (places, activity settings, etc.)? WHAT GETS YOUR CHILD TO SMILE OR LAUGH (toys, materials, adults, other children, etc.)?

WHAT MAKES [CHILD'S NAME] HAPPY AND FEEL GOOD? WHO DOES THIS?

WHERE DOES IT HAPPEN (places, activity settings, etc.)? WHAT MAKES THIS HAPPEN (toys, materials, adults, other children, etc.)?

WHAT KINDS OF THINGS GET [CHILD'S NAME] EXCITED? WHAT ARE HIS/HER FAVORITE THINGS TO DO?

WHAT KINDS OF THINGS DOES [CHILD'S NAME] ENJOY DOING? WHAT REALLY INTERESTS HIM/HER?

WHAT KINDS OF ACTIVITIES DOES [CHILD'S NAME] LIKE IN YOUR HOME? OUTSIDE? IN THE COMMUNITY?

WHERE ARE [CHILD'S NAME] FAVORITE PLACES IN YOUR HOME? OUTSIDE? IN THE COMMUNITY?

WHAT GETS [CHILD'S NAME] ATTENTION? WHAT KEEPS HIM/HER OCCUPIED?

WHAT DOES [CHILD'S NAME] EXPECIALLY WORK HARD AT DOING?

WHAT KINDS OF BEHAVIORS DOES [CHILD'S NAME] LIKE TO DO? WHAT ARE HIS/HER BEST ABILITIES [TALENTS, SKILLS, COMPETENCIES]?

WHAT BRINGS OUT THE BEST IN [CHILD'S NAME]? WHAT GETS HIM/HER TO TRY NEW THINGS?

WHAT MAKES [CHILD'S NAME] PROUD OF HIS/HER ACCOMPLISHMENTS? HOW CAN YOU TELL [CHILD'S NAME] RECOGNIZES HIS/HER ABILITIES?

[MATCHING CHILD INTEREST TO ACTIVITY SETTINGS]

NOW THAT WE HAVE A GOOD IDEA ABOUT [CHILD'S NAME]'S ASSETS AND INTERESTS, WE'RE GOING TO GO BACK TO THE LIST OF FAMILY AND COMMUNITY ACTIVITIES WE PUT TOGETHER EARLIER. WE WANT TO LOOK AT THE ACTIVITY SETTINGS IN WHICH YOU PARTICIPATE WITH OR GET TO SEE YOUR CHILD PARTICIPATE AT LEAST ONCE OR TWICE A WEEK. LET'S IDENTIFY WHICH OF THESE ACTIVITY SETTINGS ALREADY DO OR COULD PROVIDE AN OPPORTUNITY FOR [CHILD'S NAME] TO EXPRESS HIS/HER INTEREST.

[Take each asset one at a time and have the parent indicate which activity settings (of ones that occur frequently and include the parent as a participant/observer) are the best context for the child to learn English. Encourage the parent to be selective and not "overidentify" possible asset-evoking activity settings.]

LET'S START WITH [First Asset on the Cumulative List] AND HAVE YOU TELL ME WHICH ACTIVITIES ARE ESPECIALLY GOOD ONES FOR [CHILD'S NAME] TO LEARN ENGLISH.

NOW, LET'S DO THE SAME FOR EACH OF [CHILD'S NAME]'S OTHER ASSETS. IT'S OK IF MORE THAN ONE ASSET IS MATCHED WITH THE SAME ACTIVITY SETTING.

[Continue through the list until all assets are matched to specific activity settings.]

[SELECTING ASSET-BASED CHILD LEARNING OPPORTUNITIES]

THE NEXT THING WE WANT TO DO IS PICK AT LEAST SIX FAMILY ACTIVITIES AND FOUR COMMUNITY ACTIVITIES THAT WE WILL USE TO PROVIDE [CHILD'S NAME] OPPORTUNITIES TO LEARN ENGLISH. WE WANT TO SELECT ACTIVITIES THAT GIVE [CHILD'S NAME] THE BEST OPPORTUNITIES TO EXPRESS HIS/HER INTERESTS AND LEARN ENGLISH.

[Hint. Activity settings with the largest number of assets increase the likelihood of broad-based asset expression.]

LET'S TRY TO PICK THINGS THAT CAN HAPPEN AT LEAST 2 OR 3 TIMES A WEEK OR PREFERABLY ALMOST EVERY DAY. THE MORE OFTEN THE ACTIVITIES OCCUR THE BETTER. ALSO, LET'S TRY TO PICK ABOUT FOUR OR FIVE ACTIVITIES THAT WILL HAPPEN DURING THE TIMES I WILL BE VISITING. ON MOST OF MY VISITS, I WILL NEED TO OBSERVE [CHILD'S NAME] IN ABOUT THREE FAMILY ACTIVITIES AND TWO COMMUNITY ACTIVITIES. AS WE IMPLEMENT THE INTERVENTION, WE CAN ADD NEW ACTIVITIES OR STOP DOING ONES WE STARTED WITH.

[Record the parent's choices on the Intervention Activity Setting Recording Form by checking the column marked Yes. If the parent changes his/her mind as you go through this process, cross out the activity by drawing a line through it.]

[WEEKLY REMINDER]

THE LAST THING WE WANT TO DO IS COME UP WITH A WAY OF ORGANIZING THE ACTIVITY SETTINGS AND REMINDING US WHAT WE WANT TO DO. LET ME SHOW A FORM THAT IS HELPFUL FOR INCREASING [CHILD'S NAME]'S PARTICIPATION IN ACTIVITY SETTINGS.

[Show the parent the Weekly Reminder Sheet.]

THIS WEEKLY REMINDER WILL HELP YOU REMEMBER WHAT WORDS TO USE IN THE ACTIVITIES WITH [CHILD'S NAME]. WHAT WE WANT TO DO IS PUT THE ACTIVITIES WE IDENTIFY DOWN THE SIDE OF THE FORM AND MARK THE DAYS OF THE WEEK [CHILD'S NAME] WILL EXPERIENCE THE ACTIVITY.

[List the parent-identified activity settings down the side of the form and have the parent indicate which days the child will participate in the activity setting.]

WE WILL REVIEW THE REMINDER SHEET EACH WEEK TO CHANGE OR MODIFY IT FOR THE FOLLOWING WEEK.

[USING THE WEEKLY REMINDER]

[Using the weekly reminder for increasing a child's learning opportunities is done simply by deciding how the reminder will be used as a tool for providing a child learning experiences.]

NOW THAT WE HAVE A WEEKLY REMINDER [PLAN], LET'S TALK ABOUT HOW WE ARE GOING TO USE IT FOR HELPING [CHILD'S NAME] HAVE MORE LEARNING OPPORTUNITIES. PARENTS OFTEN HAVE DIFFERENT WAYS TO USE THE REMINDER. SOME PARENTS PUT IT UP ON THE REFRIGERATOR OR SOME OTHER PLACE THAT IS EASY FOR THEM TO SEE. OTHER PARENTS MAKE IT A HABIT TO LOOK AT THE WEEKLY REMINDER THE FIRST THING EACH DAY TO BE

SURE THEY REMEMBER WHAT TO DO. SOME PARENTS CARRY IT AROUND WITH THEM TO LOOK AT THROUGHOUT THE DAY. DO YOU THINK ANY OF THESE WOULD WORK FOR YOU OR IS THERE ANOTHER WAY YOU WANT TO USE THE WEEKLY REMINDER?

THE LAST THING WE WANT TO DO IS COME UP WITH THREE OR FOUR STEPS THAT WE CAN FOLLOW TO BE SURE THE REMINDER IS USED EVERY DAY OR ALMOST EVERY DAY. AGAIN, THIS WILL HELP TO REMEMBER WHAT WE WANT TO DO FOR [CHILD'S NAME]. LET'S COME UP WITH A LIST OF STEPS TO FOLLOW THAT MAKES SENSE FOR YOU AND [CHILD'S NAME].

[Have the parent come up with 3 or 4 steps that the parent will use to be sure to use the reminder.]

revised 2/8/00 srm

Alternative Early Intervention Service Delivery Models for Latino Families
Whose Children are English Language Learners

INSTRUCTIONAL PRACTICES LOG PROTOCOL

Alternative Service Delivery Model

February 28, 2001

INSTRUCTIONAL PRACTICES LOG PROTOCOL

The Instructional Practices Log is a form filled out by the Research Assistant to (1) identify the types of family (home) and community activity settings that occur during each visit with the family, (2) identify the Spanish and English words spoken during the activity settings, and (3) what your role was in the activity setting.

This log will be filled out on each visit to the family. The 'activity settings' that are being observed should be the 5 family chosen activities on the weeks that Activity Setting Observation Scale and the Language Assessments are being done on (weeks 4, 8, 12, 16, 20, and 24). On weeks that the scales and language assessments are not being done (weeks 5, 6, 7, 9, 10, 11, 13, 14, 15, 17, 18, 19, 21, 22, and 23) the activity settings listed should be naturally occurring activities. The 'time' is the duration of the activity setting. 'Your role' would be the type of instructional practices that were used during that activity, such as modeling, prompting, imitating, or directing.

Instructional Practices Log

Parent/Guardian's Name: ______________ Child's Name: ______________ ID#: ______

RA: ______________ Date: __________ Session #: __________ State: __________

Activity Setting	Location	Time	Who participated	Spanish words spoken	English words spoken	Your role (model, prompt, imitate, directive)

Family Evaluation of Intervention Practices

Name ______________________ Child's Name ______________________

This questionnaire asks you to indicate whether a number of statements are true regarding the methods and procedures you are using to provide your child learning opportunities as part of everyday family and community life. Please rate each statement thinking about the intervention practices you are using as part of your participation in the study.

To what extent is each of the following statements true?	Not At All True	A Little True	Somewhat True	Very True
1. The Weekly Reminder helps me be sure to do everyday learning activities with my child	1	2	3	4
2. The methods I am learning for teaching my child help me focus on my child's strengths and capabilities	1	2	3	4
3. I find the Responsive Teaching Methods useful for helping my child learn	1	2	3	4
4. The methods I am learning are disruptive of other things I need to get done	1	2	3	4
5. The Weekly reminder is more trouble than it is worth to use	1	2	3	4
6. The Responsive Teaching Methods I am using are easy to do as part of everyday family activities	1	2	3	4
7. Getting my child to learn what I want him/her to do has become easier since I became involved in the study	1	2	3	4
8. The Responsive Teaching Methods I am using get my child to learn lots of new things	1	2	3	4
9. The methods I am learning in this study fit into my family's life style and schedule	1	2	3	4
10. I do not find the Responsive Teaching Methods very useful or effective	1	2	3	4
11. The things I am learning in the study have helped me see new learning possibilities for my child	1	2	3	4
12. The Responsive Teaching Methods help me see the value of everyday learning opportunities	1	2	3	4
13. Being part of the study is making interactions with my child more fun and enjoyable	1	2	3	4
14. The methods I am learning in this study have been useful for giving me new ideas for helping my child learn	1	2	3	4
15. The Weekly Reminder is something I plan to continue using after the study ends	1	2	3	4
16. The Responsive Teaching Methods are useful for getting my child to do things I think are important for him/her to learn	1	2	3	4
17. The things I am being asked to do to teach my child are not very useful	1	2	3	4
18. The methods I am learning in the study have helped organize my child's learning activities	1	2	3	4

Alternative Early Intervention Service Delivery Models for Latino Families Whose Children are English Language Learners

FAMILY ACTIVITY SETTING LOG

Asset-Based Study

Revised Version

February 9, 2000

Family Activity Setting Log

The Family Activity Setting Log is used by a parent for recording child participation in activity settings, child engagement/persistence, child learning, and child enjoyment in activity settings. The activity settings selected by the parent as sources of learning opportunities (Activity Setting Interview Protocol) should be recorded in the left-hand column before each visit.

The procedures for completing the family log should be explained to the parent so that he/she fully understands the coding system of yes and no's. Give several examples of activity settings, and show the parent how to circle days having affirmative (yes) or negative (no) responses to the four Activity Setting log questions. IT IS EXTREMELY IMPORTANT THAT YOU EXPLAIN THAT YOU LEAVE THE THREE CHILD BEHAVIOR ITEMS BLANK FOR DAYS THAT A CHILD DID NOT PARTICIPATE IN AN ACTIVITY SETTING.

For the week in which the Family Activity Setting Log is first introduced, have the parent complete a log for the remaining days of the week, through Sunday. Every other log should be completed for Monday through Sunday.

	M	T	W	T	F	S	Su	M	T	W	T	F	S	Su
	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N
	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N

Child's ID: ______________ State: ______________

Child's Name: ______________________________ Age: __________ RA: ________________

Person Completing Form: ____ Session: ______________

Month: ________________ Week of: __________________ Date: ______________________

Running Head: OBSERVATION SCALE

Alternative Early Intervention Service Delivery Models for Latino Families Whose Children are English Language Learners

ACTIVITY SETTING OBSERVATION SCALE

Asset-Based Study

February 9, 2000

Activity Setting Observation Scale

This observation scale is used to measure different aspects of child, parent/child, and parent behavior in the context of specific activity settings. Throughout the intervention phase of the study, the child and parent are observed in at least five targeted activity settings (3 family and 2 community) every other week, and assessments made of six target behaviors (see Operational Definitions section below). The child and parent are observed in each activity setting as long as it takes to obtain 6 to 8 sets of ratings. Each activity setting observation consists of 30 seconds of observation, up to 30 seconds of recording, 30 seconds of observation, and so forth, until at least 6 but no more than 8 intervals are scored per activity setting.

Each behavior code is scored using the following rating scale:

0……….Not At All/None (No instances of behavior).

1……….Very Little (Less than three instances of the behavior OR less than 5 seconds engaged in the behavior).

2……….Some (About five instances of the behavior OR about half the time [15 seconds] engaged in the behavior).

3……….Almost All The Time (More than five instances of the behavior OR almost all the time engaged in the behavior).

Raters should focus on the 0, 1, and 3 ratings as the targets of their assessments. Not At All (0) ratings should be made when there is no instance of a behavior during a 30-second observation. In instances when a behavior occurs, the rater should judge whether it occurred Very Little (1) of the time or Almost All the Time (3), and make the appropriate entry. If the behavior occurred more than Very Little or less than Almost All The Time, the interval should be rated Some (2) of the time.

Any notes about the ratings or other information about an activity setting should be written on the scoring form in the FIELD NOTES section for that activity setting.

Operational Definitions

The definitions of the child, parent/child, and parent behaviors coded during the observation of each activity setting are as follows:

Child Behavior

Positive Affect. Smiling, laughter, vocalizations, excitement, animated expression, or any other behavior indicating positive child affect, pleasure, or enjoyment.

Negative Affect. Crying, fussing, screaming, agitation, or any other behavior indicating child distress, unhappiness, or negative child affect.

Engagement. Amount of time the child spent interacting with the environment, physical materials, or people in a developmentally appropriate and contextually appropriate manner. Engagement does not include attempts to interact with the Research Assistant or others outside the activity setting. Developmentally appropriate refers to the (developmental) age appropriateness of the child's behavior (Is the behavior appropriate for the child's developmental age?). Contextually appropriate refers to the manner in which the child's behavior "fits" the situation appropriately (Does the behavior "make sense" with regard to the situation?).

Parenting Styles

Responsiveness. Parent contingent physical, social, or verbal responsiveness to child's behavior. Responsiveness is characterized by noticing, acknowledging, and approving the child's actions but without any attempt to influence or direct the child's behavior. Responsiveness is typically manifested by parent smiling, vocalizing (e.g., commenting), touching, etc. in response to child's behavior.

Elaboration. Parent attempts to both maintain ongoing child interaction and modify, change, and facilitate elaborations in the child's behavior and actions already the focus of the child's attention. Elaborations are characterized by caregiver efforts to produce variations in child behavior without diverting child attention away from the child's interactions with people,

objects, or other aspects of the social or nonsocial environment. Elaboration is typically manifested by parent verbal (i.e., "See what the toy does") and nonverbal (demonstrating) behavior.

Directiveness. Parent orders, demands, instructs, tells, physically manipulates or otherwise directs the child to perform a behavior. Directiveness is characterized by parent requests, commands, and other attempts to control or direct the behavior of the child. Directiveness may be manifested by physically manipulating the child to do something, verbal and non-verbal directives, and efforts to "teach or instruct" the child to do adult desired behavior. Noncontingent stimulation such as shaking a rattle in front of the child, jostling the child, calling to the child etc., to get the child to attend or engage in a behavior also is coded as directiveness.

Parent Behavior

Positive Affect. Parent smiling, laughter, excitement, etc., in response to child behavior. Positive affect is coded in terms of the presence or absence of affective behavior rather than in terms of intensity. Positive affect also is not coded in terms of parent neutral affect, interest, or engagement with the child.

Appropriateness. Verbal or nonverbal parent behavior involving interactions with the child that is appropriate to the context of the observation. Appropriateness is determined by the parent's ability to use behavior that "fits" the activity setting or the child's engagement in the activity setting (e.g., parental structuring of environmental opportunities, efforts to engage his/her child in the activity, verbal comments about the expected consequences of his/her actions, etc.). Appropriateness is judged regardless of the consequence (effectiveness) of parent behavior.

Effectiveness. Parent ability to engage the child in an activity or to produce desired effects (engage his/her child, maintain the child's attention and engagement, produce behavior variation, make the child's participation possible, etc.). Effectiveness is assessed by the parent's

ability to get his/her child to engage in the activity setting or to produce contextually appropriate behavior. Effectiveness is not coded for a parent's passive observation of child engagement in an activity nor for extensive effort that doesn't produce the desired effects.

Activity Setting Observation Scale

Child's Name____________________ Date________________ Session__________

Parent's Name____________________ Rater________________ State__________

1. Activity Setting____________________________ Location ________________

People Present ____

Behavior	Intervals							
	1	2	3	4	5	6	7	8
Child Positive Affect								
Child Negative Affect								
Child Engagement								
Parent Responsiveness								
Parent Elaborations								
Parent Directiveness								
Parent Positive Affect								
Parent Appropriateness								
Parent Effectiveness								

Field Notes

Activity Setting Observation Scale

Child's Name____________________ Date_______________ Session__________

Parent's Name____________________ Rater_______________ State__________

2. Activity Setting________________________ Location _______________

People Present____

Behavior	Intervals							
	1	2	3	4	5	6	7	8
Child Positive Affect								
Child Negative Affect								
Child Engagement								
Parent Responsiveness								
Parent Elaborations								
Parent Directiveness								
Parent Positive Affect								
Parent Appropriateness								
Parent Effectiveness								

Field Notes

Activity Setting Observation Scale

Child's Name____________________ Date______________ Session__________

Parent's Name____________________ Rater______________ State__________

3. Activity Setting________________________ Location ________________

People Present____

Behavior	Intervals							
	1	2	3	4	5	6	7	8
Child Positive Affect								
Child Negative Affect								
Child Engagement								
Parent Responsiveness								
Parent Elaborations								
Parent Directiveness								
Parent Positive Affect								
Parent Appropriateness								
Parent Effectiveness								

Field Notes

Activity Setting Observation Scale

Child's Name________________________ Date________________ Session__________

Parent's Name________________________ Rater________________ State__________

4. Activity Setting______________________________ Location ______________

People Present____

Behavior	Intervals 1	2	3	4	5	6	7	8
Child Positive Affect								
Child Negative Affect								
Child Engagement								
Parent Responsiveness								
Parent Elaborations								
Parent Directiveness								
Parent Positive Affect								
Parent Appropriateness								
Parent Effectiveness								

Field Notes

Activity Setting Observation Scale

Child's Name____________________ Date_______________ Session__________

Parent's Name____________________ Rater_______________ State__________

5. Activity Setting__________________________ Location _______________

People Present____

Behavior	Intervals							
	1	2	3	4	5	6	7	8
Child Positive Affect								
Child Negative Affect								
Child Engagement								
Parent Responsiveness								
Parent Elaborations								
Parent Directiveness								
Parent Positive Affect								
Parent Appropriateness								
Parent Effectiveness								

Field Notes

Activity Setting Observation Scale

Child's Name____________________ Date________________ Session___________

Parent's Name____________________ Rater________________ State___________

6. Activity Setting________________________ Location ________________

People Present____

Behavior	Intervals 1	2	3	4	5	6	7	8
Child Positive Affect								
Child Negative Affect								
Child Engagement								
Parent Responsiveness								
Parent Elaborations								
Parent Directiveness								
Parent Positive Affect								
Parent Appropriateness								
Parent Effectiveness								

Field Notes

Activity Setting Observation Scale

Child's Name________________ Date____________ Session__________

Parent's Name________________ Rater____________ State__________

7. Activity Setting________________ Location __________

People Present____________________________

Behavior	Intervals							
	1	2	3	4	5	6	7	8
Child Positive Affect								
Child Negative Affect								
Child Engagement								
Parent Responsiveness								
Parent Elaborations								
Parent Directiveness								
Parent Positive Affect								
Parent Appropriateness								
Parent Effectiveness								

Field Notes

Activity Setting Observation Scale

Child's Name________________________ Date________________ Session___________

Parent's Name_______________________ Rater________________ State____________

8. Activity Setting______________________________ Location ________________

People Present____

Behavior	Intervals							
	1	2	3	4	5	6	7	8
Child Positive Affect								
Child Negative Affect								
Child Engagement								
Parent Responsiveness								
Parent Elaborations								
Parent Directiveness								
Parent Positive Affect								
Parent Appropriateness								
Parent Effectiveness								

Field Notes

Running Head: OBSERVATION SCALE

Alternative Early Intervention Service Delivery Models for Latino Families Whose Children are English Language Learners

ACTIVITY SETTING OBSERVATION SCALE

Comparison Model

March 1, 2001

Activity Setting Observation Scale

This observation scale is used to measure different aspects of child, parent/child, and parent behavior. Observations of the child using language should be made on activities that the early interventionist is using. If the parent does not know what these activities are, observations should be made on activities that the family uses to develop language. The child and parent are observed in each activity setting as long as it takes to obtain 6 to 8 sets of ratings. Each activity setting observation consists of 30 seconds of observation, up to 30 seconds of recording, 30 seconds of observation, and so forth, until at least 6 but no more than 8 intervals are scored per activity setting.

Each behavior code is scored using the following rating scale:

0..........Not At All/None (No instances of behavior).

1..........Very Little (Less than three instances of the behavior OR less than 5 seconds engaged in the behavior).

2..........Some (About five instances of the behavior OR about half the time [15 seconds] engaged in the behavior).

3..........Almost All The Time (More than five instances of the behavior OR almost all the time engaged in the behavior).

Raters should focus on the 0, 1, and 3 ratings as the targets of their assessments. Not At All (0) ratings should be made when there is no instance of a behavior during a 30-second observation. In instances when a behavior occurs, the rater should judge whether it occurred Very Little (1) of the time or Almost All the Time (3), and make the appropriate entry. If the behavior occurred more than Very Little or less than Almost All The Time, the interval should be rated Some (2) of the time.

Any notes about the ratings or other information about an activity setting should be written on the scoring form in the FIELD NOTES section for that activity setting.

Operational Definitions

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Negative Affect. Crying, fussing, screaming, agitation, or any other behavior indicating child distress, unhappiness, or negative child affect.

Engagement. Amount of time the child spent interacting with the environment, physical materials, or people in a developmentally appropriate and contextually appropriate manner. Engagement does not include attempts to interact with the Research Assistant or others outside the activity setting. Developmentally appropriate refers to the (developmental) age appropriateness of the child's behavior (Is the behavior appropriate for the child's developmental age?). Contextually appropriate refers to the manner in which the child's behavior "fits" the situation appropriately (Does the behavior "make sense" with regard to the situation?).

Parenting Styles

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objects, or other aspects of the social or nonsocial environment. Elaboration is typically manifested by parent verbal (i.e., "See what the toy does") and nonverbal (demonstrating) behavior.

Directiveness. Parent orders, demands, instructs, tells, physically manipulates or otherwise directs the child to perform a behavior. Directiveness is characterized by parent requests, commands, and other attempts to control or direct the behavior of the child. Directiveness may be manifested by physically manipulating the child to do something, verbal and non-verbal directives, and efforts to "teach or instruct" the child to do adult desired behavior. Noncontingent stimulation such as shaking a rattle in front of the child, jostling the child, calling to the child etc., to get the child to attend or engage in a behavior also is coded as directiveness.

Parent Behavior

Positive Affect. Parent smiling, laughter, excitement, etc., in response to child behavior. Positive affect is coded in terms of the presence or absence of affective behavior rather than in terms of intensity. Positive affect also is not coded in terms of parent neutral affect, interest, or engagement with the child.

Appropriateness. Verbal or nonverbal parent behavior involving interactions with the child that is appropriate to the context of the observation. Appropriateness is determined by the parent's ability to use behavior that "fits" the activity setting or the child's engagement in the activity setting (e.g., parental structuring of environmental opportunities, efforts to engage his/her child in the activity, verbal comments about the expected consequences of his/her actions, etc.). Appropriateness is judged regardless of the consequence (effectiveness) of parent behavior.

Effectiveness. Parent ability to engage the child in an activity or to produce desired effects (engage his/her child, maintain the child's attention and engagement, produce behavior variation, make the child's participation possible, etc.). Effectiveness is assessed by the parent's

ability to get his/her child to engage in the activity setting or to produce contextually appropriate behavior. Effectiveness is not coded for a parent's passive observation of child engagement in an activity nor for extensive effort that doesn't produce the desired effects.

Observation Scale 6

Activity Setting Observation Scale

Child's Name________________________ Date________________ Session___________

Parent's Name_______________________ Rater________________ State____________

1. Activity Setting______________________________ Location __________________

People Present____

Behavior	Intervals							
	1	2	3	4	5	6	7	8
Child Positive Affect								
Child Negative Affect								
Child Engagement								
Parent Responsiveness								
Parent Elaborations								
Parent Directiveness								
Parent Positive Affect								
Parent Appropriateness								
Parent Effectiveness								

Field Notes

Activity Setting Observation Scale

Child's Name_________________________ Date_________________ Session____________

Parent's Name________________________ Rater_________________ State______________

2. Activity Setting________________________________ Location ____________________

People Present____

Behavior	Intervals							
	1	2	3	4	5	6	7	8
Child Positive Affect								
Child Negative Affect								
Child Engagement								
Parent Responsiveness								
Parent Elaborations								
Parent Directiveness								
Parent Positive Affect								
Parent Appropriateness								
Parent Effectiveness								

Field Notes

Activity Setting Observation Scale

Child's Name______________________ Date_______________ Session__________

Parent's Name______________________ Rater_______________ State__________

3. Activity Setting__________________________ Location _________________

People Present ____

Behavior	Intervals							
	1	2	3	4	5	6	7	8
Child Positive Affect								
Child Negative Affect								
Child Engagement								
Parent Responsiveness								
Parent Elaborations								
Parent Directiveness								
Parent Positive Affect								
Parent Appropriateness								
Parent Effectiveness								

Field Notes

Activity Setting Observation Scale

Child's Name____________________ Date________________ Session__________

Parent's Name____________________ Rater________________ State__________

4. Activity Setting__________________________ Location ________________

People Present____

	Intervals							
Behavior	1	2	3	4	5	6	7	8
Child Positive Affect								
Child Negative Affect								
Child Engagement								
Parent Responsiveness								
Parent Elaborations								
Parent Directiveness								
Parent Positive Affect								
Parent Appropriateness								
Parent Effectiveness								

Field Notes

Activity Setting Observation Scale

Child's Name____________________ Date_______________ Session__________

Parent's Name____________________ Rater_______________ State____________

5. Activity Setting____________________________ Location __________________

People Present____

	Intervals							
Behavior	1	2	3	4	5	6	7	8
Child Positive Affect								
Child Negative Affect								
Child Engagement								
Parent Responsiveness								
Parent Elaborations								
Parent Directiveness								
Parent Positive Affect								
Parent Appropriateness								
Parent Effectiveness								

Field Notes

Activity Setting Observation Scale

Child's Name____________________ Date______________ Session__________

Parent's Name____________________ Rater______________ State__________

6. Activity Setting________________________ Location ________________

People Present____

	Intervals							
Behavior	1	2	3	4	5	6	7	8
Child Positive Affect								
Child Negative Affect								
Child Engagement								
Parent Responsiveness								
Parent Elaborations								
Parent Directiveness								
Parent Positive Affect								
Parent Appropriateness								
Parent Effectiveness								

Field Notes

Activity Setting Observation Scale

Child's Name____________________ Date_______________ Session__________

Parent's Name____________________ Rater_______________ State__________

7. Activity Setting__________________________ Location _______________

People Present____

Behavior	Intervals							
	1	2	3	4	5	6	7	8
Child Positive Affect								
Child Negative Affect								
Child Engagement								
Parent Responsiveness								
Parent Elaborations								
Parent Directiveness								
Parent Positive Affect								
Parent Appropriateness								
Parent Effectiveness								

Field Notes

Activity Setting Observation Scale

Child's Name________________________ Date________________ Session__________

Parent's Name________________________ Rater________________ State_____________

8. Activity Setting______________________________ Location ___________________

People Present____

Behavior	Intervals							
	1	2	3	4	5	6	7	8
Child Positive Affect								
Child Negative Affect								
Child Engagement								
Parent Responsiveness								
Parent Elaborations								
Parent Directiveness								
Parent Positive Affect								
Parent Appropriateness								
Parent Effectiveness								

Field Notes

Running Head: PARENT RATING SCALE

Alternative Early Intervention Service Delivery Models for Latino Families Whose Children are English Language Learners

ACTIVITY SETTING PARENT RATING SCALE

Asset-Based Study

Revised Version

February 9, 2000

Activity Setting Parent Rating Scale

[The Activity Setting Parent Rating Scale is an investigator administered scale completed by interviewing a parent respondent about the target activity settings for his/her child. Ratings are made for the individual activity settings identified by a parent as the sources of learning opportunities and different child and parent behavior associated with participation in the activities.

The activity setting section of the scale should be completed before visiting the child and family. The scale items are "administered" by asking the parent to make ratings of different aspects of individual activity settings, child's use of English, and a number of aspects of the respondent's own behavior. ALL RATINGS ARE MADE IN REFERENCE TO THE WEEK PRIOR TO ADMINISTERING THE SCALE. The scale should be administered in as informal a manner as possible, eliciting parent descriptions of the activity settings, child behaviors, learning opportunities, etc. Descriptive information is recorded in the field notes for each of the visits/observations.]

[CHILD PARTICIPATION IN THE ACTIVITY SETTINGS]

I WANT TO BEGIN BY GOING OVER THE LIST OF ACTIVITY SETTINGS THAT YOU IDENTIFIED AS OPPORTUNITIES FOR LEARNING ENGLISH AND HAVE YOU TELL ME HOW OFTEN [CHILD'S NAME] PARTICIPATED IN THE ACTIVITIES DURING THE PAST WEEK. PLEASE USE THIS CARD FOR MAKING THE RATINGS. (Provide the parent the correct rating card.)

How often did [child's name] get to participate in the activity setting during the past week?

A. Not at all

B. Once or twice during the week

C. Three or four days during the week

D. Almost every day/once or twice per day

E. Almost every day/more than two times per day

[Ask the same question for each activity setting to ascertain how often the activities occurred.]

[Activity Setting Ratings]

[The second set of ratings are specific to the target activity settings occurring during the week. Each rating should be made by going down the list of activity settings and asking the parent to indicate (using the appropriate rating card) which response best describes the activity setting being assessed. For example, ask the interest-based question first for each of the activity settings, going down the list of activity settings to complete the ratings for that question. Then go on to question 2, the persistence ratings, only after you have completed the interest-based ratings for every activity setting. Continue down the list for each of the other questions until all the ratings have been made. Ask only about activity settings that happened during the past week.]

[INSTRUCTIONS TO THE PARENT]

I'D LIKE YOU TO TELL ME A NUMBER OF THINGS ABOUT THE ACTIVITY SETTINGS [CHILD'S NAME] GOT TO EXPERIENCE DURING THE PAST WEEK. PLEASE USE THIS CARD TO MAKE YOUR RATINGS. [Provide the parent the correct rating card.] I'LL BE ASKING YOU A SERIES OF QUESTIONS AND HAVE YOU TELL ME THE RATING THAT BEST DESCRIBES YOUR FEELINGS ABOUT THE ACTIVITIES. WE'LL GO DOWN THE LIST OF ACTIVITY SETTINGS AND HAVE YOU RESPOND TO EACH OF THEM ONE AT A TIME. AFTER WE FINISH THE FIRST SET OF RATINGS,

[Interest – Based]

1. How much was [activity setting] something [Child's Name] enjoyed or was interested in doing?

   A. Not At All

   B. Very Little

   C. Some

   D. Quite A Bit

   E. A Great Deal

[Child Engagement]

2. How much did [activity setting] get [Child's Name] to work hard, stay busy, or try his/her best?

   A. Not At All

   B. Very Little

   C. Some

   D. Quite A Bit

   E. A Great Deal

[Learning Opportunities]

3. How much choice did [child's name] have in terms of doing what he/she wanted in [the activity setting]?

   A. None At All

   B. Very Little

   C. Some

   D. Quite A Bit

   E. A Great Deal

[CHILD'S USE OF ENGLISH]

LET'S GO BACK OVER EACH ACTIVITY SETTING THAT HAPPENED DURING THE PAST WEEK, AND HAVE YOU TELL ME WHAT ENGLISH WORDS [CHILD'S NAME] SAID IN THE ACTIVITY SETTING. [Remember to ask only about activity settings that happened during the past week.] THINK ABOUT THE ENGLISH WORDS YOU THOUGHT WERE THE MOST IMPORTANT. WHAT ENGLISH WORDS DID [CHILD'S NAME] USE IN [ACTIVITY SETTING]? [Go through each activity setting that happened during the past week and record the parent's response in the Child's English Behavior section of the recording form.]

[Child Behavior Ratings]

[The second set of ratings is specific to the English words the parent identified in the context of the activity settings.

[INSTRUCTIONS TO THE PARENT]

NEXT I WOULD LIKE YOU TO MAKE SOME RATINGS ABOUT YOUR CHILD'S USE OF ENGLISH. WE'LL GO DOWN THE LIST THE SAME WAY WE DID BEFORE AND HAVE YOU TELL ME THE RATING THAT BEST DESCRIBES YOUR FEELINGS ABOUT [CHILD'S NAME] USE OF ENGLISH. [For each activity setting, make sure the parent provides an overall rating for all the different child behaviors he/she described for that activity setting.]

[Child Competence]

1. How well did [Child's Name] use English in [the activity setting]?

   A. Not At All

   B. Not Very Well

   C. Just OK

   D. Pretty Good

   E. Great/Super

[Frequency]

2. How often did [Child's Name] use English in [the activity setting]?

   A. Not At All

   B. Very Little

   C. Some

   D. Quite A Bit

   E. A Great Deal

[Behavior Variation]

3. How many English words did [Child's Name] use in [the activity setting]?

   A. None

   B. A Few

   C. Some

D. Quite A Lot

E. Too Many to Count

[Parent Ratings]

[The third set of ratings are made by the parent specific to his/her self-assessment and judgement of different characteristics of the activity settings/learning opportunities. It is important to point out that these ratings are different than the other ones that were made so far.]

[INSTRUCTIONS TO THE PARENT]

FINALLY I WANT TO ASK YOU TO MAKE SOME RATINGS INVOLVING YOURSELF. THE QUESTIONS HAVE TO DO WITH YOUR FEELINGS AND RATINGS CONCERNING YOUR INVOLVEMENT IN PROVIDING YOUR CHILD LEARNING OPPORTUNITIES TO USE ENGLISH WORDS. WE'LL DO THE RATINGS IN THE WAY WE DID THE OTHERS. [Be sure to provide the parent the correct rating scale.]

[Parenting Effort]

1. How much effort did it take to get [Child's Name] to use English in [the activity]?

   A. Very Little

   B. Some

   C. Quite a Bit

   D. A Great Deal

[Parenting Confidence]

2. How much did getting [Child's Name] to use English in [the activity setting] make you feel good about your efforts?

   A. Not At All

   B. Very Little

   C. Some

D. Quite A Bit

E. A Great Deal

[Parenting Competence]

3. How much did getting [Child's Name] to use English in [the activity setting] make you feel like you provided your child important kinds of learning opportunities?

A. Not At All

B Very Little

C. Some

D. Quite A Bit

E. A Great Deal

Activity Setting Parent Rating Scale

Child's Name ______________________ Age ________

Respondent ______________________ State ________

Rater ____________ Date ____________ Session ________

INSTRUCTIONS

The Activity Setting Rating Scale is an investigator administered scale completed by interviewing a parent respondent about the target activity settings for his/her child. Ratings are made for the individual activity settings identified by a parent as the sources of the learning opportunities. Ratings are also made by the parent regarding the response costs of the activities and judgements about his or her own parenting confidence and competence.

The activity setting section of the scale should be completed before visiting the child and family. The scale items are "administered" by asking the parent to make ratings of different aspects of individual activity settings, child's use of English, and a number of aspects of the respondent's own behavior. ALL RATINGS ARE MADE IN REFERENCE TO THE WEEK PRIOR TO ADMINISTERING THE SCALE. The scale should be administered in as informal a manner as possible, eliciting parent descriptions of the activity settings, child behaviors, learning opportunities, parenting behavior, etc. Descriptive information is recorded in the field notes section of this scale.

Each individual rating should be made by going down the list of activity settings/child behaviors and asking the parent to make his/her judgements. After this is done, the other ratings are made in the same way until all ratings are made.

Activity Setting	Frequency	Activity Setting Ratings			Child's English
		Child Interest	Child Engagement	Learning Opportunities	

Words	Child Use of English			Parent Ratings		
	Competence	Frequency	Variation	Effort	Confidence	Competence

FIELD NOTES

revised 1/21/00 - to

Alternative Early Intervention Service Delivery Models for Latino Families Whose Children are English Language Learners

ACTIVITY SETTING LOG PROTOCOL

Comparison Model

February 28, 2001

ACTIVITY SETTING LOG PROTOCOL

The Activity Setting Log is a form filled out by the Research Assistant to (1) identify the types of family (home) and community activity settings that occur during each visit with the family, (2) identify what happened during the activity setting.

This log will be filled out on each visit to the family. The 'activity settings' that will be used in filling out this form should be the same ones that are being observed for the Activity Setting Observation Scale. (Reminder: We want to watch the child use language in the kinds of activities that the early interventionist is using. If the parent does not know this, use the activities that the parent does with the child.) The 'time' is the duration of the activity setting. 'What happened during the activity' is a brief description of what took place during this activity.

Activity Setting Log

Parent/Guardian's Name: ____________________ Child's Name: ________________ ID#: ________

RA: ________________ Date: ____________ Session #: ____________ State: ________

Activity Setting	Location	Time	Who Participated	What Happened During the Activity

Alternative Early Intervention Service Delivery Models for Latino Families Whose Children are English Language Learners

LANGUAGE ASSESSMENT PROTOCOL

Comparison Model

February 28, 2001

LANGUAGE ASSESSMENT PROTOCOL

The Language Assessment is an audiotape of the child participating in activities in the home. The activities that should be taped are the same activities that are noted on the Activity Setting Log and on the Activity Setting Observation Scale. (Reminder: These are the ones that the early interventionist is using to develop the child's language. If the family does not know what these activities are then they should be the naturally occurring family activities.) The audio taping should be for a duration of approximately 25 minutes. The Language Assessment will be done at each of the six monthly visits.

It is asked that taping be done inside, because it becomes too difficult to hear the tape with outside noises.

Alternative Early Intervention Service Delivery Models for Latino Families Whose Children are English Language Learners

LANGUAGE ASSESSMENT PROTOCOL

Alternative Service Delivery Model

February 28, 2001

LANGUAGE ASSESSMENT PROTOCOL

The Language Assessment is an audiotape of the child participating in activities in the home. The activities that should be taped are the same three **home** activities that are noted on the Instructional Practices Log and on the Activity Setting Observation Scale. (Reminder: These are the three family chosen **home** activities that are being observed every other week.) Other naturally occurring home activities may be taped as long as it is noted as additional activities on the Instructional Practices Log. The audio taping should be for a duration of approximately 25 minutes. The Language Assessment will be done on visits 4, 8, 12, 16, 20, and 24.

It is asked that taping be done inside, because it becomes too difficult to hear the tape with outside noises.

Checklist for Completing and Sending Data Forms
Week 1 (Session 1)

Family ______________________ Interviewer: ______________

Review with family:	**Instructions:**	**Did you do this?**
Parent payment form	Make sure the parent understands and signs	
Informed consent	Make sure the parent understands and signs	
Diagnostic release form	Make sure the parent understands and signs	
IFSP release form	Make sure the parent understands and signs	

Administer the following:	**Instructions:**	**Did you do this?**
Family Background Questionnaire	Interview the family and fill out	
Activity Setting Observation Scale	Practice on the child	

Review with supervisor and send to Connecticut:	**Check All Data**	**Included in packet**
Parent payment form (CT RA's only)		
Informed consent		
Diagnostic materials collected	(Send copy when received)	
IFSP collected	(Send copy when received)	
Family Background Questionnaire		

Checklist for Completing and Sending Data Forms
Week 2 (Session 2)

Family ______________________ Interviewer: ______________

Administer the following:	Instructions:	Did you do this?
Activity Setting Recording Form	To be started on this visit	
Child Asset Recording Form	May be started on this visit	
Family Background Questionnaire	If not completed in session 1	
Activity Setting Observation Scale	Practice on the child	

Review with supervisor and send to Connecticut:	Check All Data	Included in packet
Family Background Questionnaire	If not completed in session 1	

Checklist for Completing and Sending Data Forms
Week 3 (Session 3)

Family ______________________ Interviewer: ______________

Administer the following:	Instructions:	Did you do this?
Activity Setting Recording Form	Complete on this visit	
Child Asset Recording Form	Complete on this visit	
Activity Setting Observation Scale	Practice on the child	
Weekly Reminder	Complete on this visit	

Review with supervisor and send to Connecticut:	Check All Data	Included in packet
Activity Setting Recording Form		
Child Asset Recording Form		
Weekly Reminder		

Checklist for Completing and Sending Data Forms
Week 4 (Session 4)

Family ________________________ Interviewer: ________________

Administer the following:	Instructions:	Did you do this?
Instructional Practices Log	Complete on this visit	
Developmental Observation Checklist (DOC's)	Complete on this visit	
Parent/Child Language Assessment (Audiotape)	Complete on this visit	
Activity Setting Observation Scale	Complete on this visit	

Leave with the family:	Instructions:	Did you do this?
Family Activity Setting Log		

Review with supervisor and send to Connecticut:	Check All Data	Included in packet
Instructional Practices Log		
Developmental Observation Checklist (DOC's)		
Activity Setting Observation Scale		
Parent/Child Language Assessment (Audiotape)		

Checklist for Completing and Sending Data Forms
Week 5 (Session 5)

Family ________________________ Interviewer: ________________

Administer the following:	Instructions:	Did you do this?
Instructional Practices Log	Complete on this visit	
Activity Setting Parent Rating Scale	Complete on this visit	

Pick up from family:	Instructions:	Did you do this?
Family Activity Setting Log	Check to make sure it was completed correctly	

Leave with the family:	Instructions:	Did you do this?
Family Activity Setting Log		

Review with supervisor and send to Connecticut:	Check All Data	Included in packet
Instructional Practices Log		
Activity Setting Parent Rating Scale		
Family Activity Setting Log		

Checklist for Completing and Sending Data Forms
Week 6 (Session 6)

Family ______________________ Interviewer: ______________

Administer the following:	Instructions:	Did you do this?
Instructional Practices Log	Complete on this visit	
Activity Setting Observation Scale	Complete on this visit	

Pick up from family:	Instructions:	Did you do this?
Family Activity Setting Log	Check to make sure it was completed correctly	

Leave with the family:	Instructions:	Did you do this?
Family Activity Setting Log		

Review with supervisor and send to Connecticut:	Check All Data	Included in packet
Instructional Practices Log		
Activity Setting Observation Scale		
Family Activity Setting Log		

Checklist for Completing and Sending Data Forms
Week 7 (Session 7)

Family ____________________ Interviewer: ______________

Administer the following:	Instructions:	Did you do this?
Instructional Practices Log	Complete on this visit	

Pick up from family:	Instructions:	Did you do this?
Family Activity Setting Log	Check to make sure it was completed correctly	

Leave with the family:	Instructions:	Did you do this?
Family Activity Setting Log		
Family Eval of Interv Practices		

Review with supervisor and send to Connecticut:	Check All Data	Included in packet
Instructional Practices Log		
Family Activity Setting Log		

Checklist for Completing and Sending Data Forms
Week 8 (Session 8)

Family ______________________ Interviewer: ______________

Administer the following:	Instructions:	Did you do this?
Activity Setting Interview	Update only	
Instructional Practices Log	Complete on this visit	
Developmental Observation Checklist (DOC's)	Complete on this visit	
Parent/Child Language Assessment (Audiotape)	Complete on this visit	
Activity Setting Observation Scale	Complete on this visit	

Pick up from family:	Instructions:	Did you do this?
Family Activity Setting Log	Check to make sure it was completed correctly	
Family Eval of Interv Practices	Check to make sure it was completed correctly	

Leave with the family:	Instructions:	Did you do this?
Family Activity Setting Log		

Review with supervisor and send to Connecticut:	Check All Data	Included in packet
Activity Setting Interview (only if updated)		
Instructional Practices Log		
Family Eval of Interv Practices		
Family Activity Setting Log		
Activity Setting Observation Scale		
Developmental Observation Checklist (DOC's)		
Parent/Child Language Assessment (Audiotape)		

Checklist for Completing and Sending Data Forms
Week 9 (Session 9)

Family ____________________ Interviewer: ________________

Administer the following:	**Instructions:**	**Did you do this?**
Instructional Practices Log	Complete on this visit	
Activity Setting Parent Rating Scale	Complete on this visit	

Pick up from family:	**Instructions:**	**Did you do this?**
Family Activity Setting Log	Check to make sure it was completed correctly	

Leave with the family:	**Instructions:**	**Did you do this?**
Family Activity Setting Log		

Review with supervisor and send to Connecticut:	**Check All Data**	**Included in packet**
Instructional Practices Log		
Activity Setting Parent Rating Scale		
Family Activity Setting Log		

Checklist for Completing and Sending Data Forms
Week 10 (Session 10)

Family ______________________ Interviewer: ______________

Administer the following:	Instructions:	Did you do this?
Instructional Practices Log	Complete on this visit	
Activity Setting Observation Scale	Complete on this visit	

Pick up from family:	Instructions:	Did you do this?
Family Activity Setting Log	Check to make sure it was completed correctly	

Leave with the family:	Instructions:	Did you do this?
Family Activity Setting Log		

Review with supervisor and send to Connecticut:	Check All Data	Included in packet
Instructional Practices Log		
Activity Setting Observation Scale		
Family Activity Setting Log		

Checklist for Completing and Sending Data Forms
Week 11 (Session 11)

Family ____________________ Interviewer: ______________

Administer the following:	Instructions:	Did you do this?
Instructional Practices Log	Complete on this visit	

Pick up from family:	Instructions:	Did you do this?
Family Activity Setting Log	Check to make sure it was completed correctly	

Leave with the family:	Instructions:	Did you do this?
Family Activity Setting Log		
Family Eval of Interv Practices		

Review with supervisor and send to Connecticut:	Check All Data	Included in packet
Instrucfional Practices Log		
Family Activity Setting Log		

Checklist for Completing and Sending Data Forms
Week 12 (Session 12)

Family ______________________ Interviewer: ______________

Administer the following:	**Instructions:**	**Did you do this?**
Activity Setting Interview	Update only	
Instructional Practices Log	Complete on this visit	
Developmental Observation Checklist (DOC's)	Complete on this visit	
Parent/Child Language Assessment (Audiotape)	Complete on this visit	
Activity Setting Observation Scale	Complete on this visit	

Pick up from family:	**Instructions:**	**Did you do this?**
Family Activity Setting Log	Check to make sure it was completed correctly	
Family Eval of Interv Practices	Check to make sure it was completed correctly	

Leave with the family:	**Instructions:**	**Did you do this?**
Family Activity Setting Log		

Review with supervisor and send to Connecticut:	**Check All Data**	**Included in packet**
Activity Setting Interview (only if updated)		
Instructional Practices Log		
Family Eval of Interv Practices		
Family Activity Setting Log		
Activity Setting Observation Scale		
Developmental Observation Checklist (DOC's)		
Parent/Child Language Assessment (Audiotape)		

Checklist for Completing and Sending Data Forms
Week 13 (Session 13)

Family ____________________ Interviewer: ________________

Administer the following:	**Instructions:**	**Did you do this?**
Instructional Practices Log	Complete on this visit	
Activity Setting Parent Rating Scale	Complete on this visit	

Pick up from family:	**Instructions:**	**Did you do this?**
Family Activity Setting Log	Check to make sure it was completed correctly	

Leave with the family:	**Instructions:**	**Did you do this?**
Family Activity Setting Log		

Review with supervisor and send to Connecticut:	**Check All Data**	**Included in packet**
Instructional Practices Log		
Activity Setting Parent Rating Scale		
Family Activity Setting Log		

Checklist for Completing and Sending Data Forms
Week 14 (Session 14)

Family ______________________ Interviewer: ______________

Administer the following:	**Instructions:**	**Did you do this?**
Instructional Practices Log	Complete on this visit	
Activity Setting Observation Scale	Complete on this visit	

Pick up from family:	**Instructions:**	**Did you do this?**
Family Activity Setting Log	Check to make sure it was completed correctly	

Leave with the family:	**Instructions:**	**Did you do this?**
Family Activity Setting Log		

Review with supervisor and send to Connecticut:	**Check All Data**	**Included in packet**
Instructional Practices Log		
Activity Setting Observation Scale		
Family Activity Setting Log		

Checklist for Completing and Sending Data Forms
Week 15 (Session 15)

Family ____________________ Interviewer: ______________

Administer the following:	**Instructions:**	**Did you do this?**
Instructional Practices Log	Complete on this visit	

Pick up from family:	**Instructions:**	**Did you do this?**
Family Activity Setting Log	Check to make sure it was completed correctly	

Leave with the family:	**Instructions:**	**Did you do this?**
Family Activity Setting Log		
Family Eval of Interv Practices		

Review with supervisor and send to Connecticut:	**Check All Data**	**Included in packet**
Instructional Practices Log		
Family Activity Setting Log		

Checklist for Completing and Sending Data Forms
Week 16 (Session 16)

Family ____________________ Interviewer: ______________

Administer the following:	**Instructions:**	**Did you do this?**
Activity Setting Interview	Update only	
Instructional Practices Log	Complete on this visit	
Developmental Observation Checklist (DOC's)	Complete on this visit	
Parent/Child Language Assessment (Audiotape)	Complete on this visit	
Activity Setting Observation Scale	Complete on this visit	

Pick up from family:	**Instructions:**	**Did you do this?**
Family Activity Setting Log	Check to make sure it was completed correctly	
Family Eval of Interv Practices	Check to make sure it was completed correctly	

Leave with the family:	**Instructions:**	**Did you do this?**
Family Activity Setting Log		

Review with supervisor and send to Connecticut:	**Check All Data**	**Included in packet**
Activity Setting Interview (only if updated)		
Instructional Practices Log		
Family Eval of Interv Practices		
Family Activity Setting Log		
Activity Setting Observation Scale		
Developmental Observation Checklist (DOC's)		
Parent/Child Language Assessment Audiotape)		

Checklist for Completing and Sending Data Forms
Week 17 (Session 17)

Family ______________________   Interviewer: _______________

Administer the following:	**Instructions:**	**Did you do this?**
Instructional Practices Log	Complete on this visit	
Activity Setting Parent Rating Scale	Complete on this visit	

Pick up from family:	**Instructions:**	**Did you do this?**
Family Activity Setting Log	Check to make sure it was completed correctly	

Leave with the family:	**Instructions:**	**Did you do this?**
Family Activity Setting Log		

Review with supervisor and send to Connecticut:	**Check All Data**	**Included in packet**
Instructional Practices Log		
Activity Setting Parent Rating Scale		
Family Activity Setting Log		

Checklist for Completing and Sending Data Forms
Week 18 (Session 18)

Family ____________________ Interviewer: ______________

Administer the following:	**Instructions:**	**Did you do this?**
Instructional Practices Log	Complete on this visit	
Activity Setting Observation Scale	Complete on this visit	

Pick up from family:	**Instructions:**	**Did you do this?**
Family Activity Setting Log	Check to make sure it was completed correctly	

Leave with the family:	**Instructions:**	**Did you do this?**
Family Activity Setting Log		

Review with supervisor and send to Connecticut:	**Check All Data**	**Included in packet**
Instructional Practices Log		
Activity Setting Observation Scale		
Family Activity Setting Log		

Checklist for Completing and Sending Data Forms
Week 19 (Session 19)

Family ______________________ Interviewer: ______________

Administer the following:	Instructions:	Did you do this?
Instructional Practices Log	Complete on this visit	

Pick up from family:	Instructions:	Did you do this?
Family Activity Setting Log	Check to make sure it was completed correctly	

Leave with the family:	Instructions:	Did you do this?
Family Activity Setting Log		
Family Eval of Interv Practices		

Review with supervisor and send to Connecticut:	Check All Data	Included in packet
Instructional Practices Log		
Family Activity Setting Log		

Checklist for Completing and Sending Data Forms
Week 20 (Session 20)

Family ____________________ Interviewer: ______________

Administer the following:	**Instructions:**	**Did you do this?**
Activity Setting Interview	Update only	
Instructional Practices Log	Complete on this visit	
Developmental Observation Checklist (DOC's)	Complete on this visit	
Parent/Child Language Assessment (Audiotape)	Complete on this visit	
Activity Setting Observation Scale	Complete on this visit	

Pick up from family:	**Instructions:**	**Did you do this?**
Family Activity Setting Log	Check to make sure it was completed correctly	
Family Eval of Interv Practices	Check to make sure it was completed correctly	

Leave with the family:	**Instructions:**	**Did you do this?**
Family Activity Setting Log		

Review with supervisor and send to Connecticut:	**Check All Data**	**Included in packet**
Activity Setting Interview (only if updated)		
Instructional Practices Log		
Family Eval of Interv Practices		
Family Activity Setting Log		
Activity Setting Observation Scale		
Developmental Observation Checklist (DOC's)		
Parent/Child Language Assessment (Audiotape)		

Checklist for Completing and Sending Data Forms
Week 21 (Session 21)

Family ____________________ Interviewer: ________________

Administer the following:	**Instructions:**	**Did you do this?**
Instructional Practices Log	Complete on this visit	
Activity Setting Parent Rating Scale	Complete on this visit	

Pick up from family:	**Instructions:**	**Did you do this?**
Family Activity Setting Log	Check to make sure it was completed correctly	

Leave with the family:	**Instructions:**	**Did you do this?**
Family Activity Setting Log		

Review with supervisor and send to Connecticut:	**Check All Data**	**Included in packet**
Instructional Practices Log		
Activity Setting Parent Rating Scale		
Family Activity Setting Log		

Checklist for Completing and Sending Data Forms
Week 22 (Session 22)

Family ____________________ Interviewer: ______________

Administer the following:	**Instructions:**	**Did you do this?**
Instructional Practices Log	Complete on this visit	
Activity Setting Observation Scale	Complete on this visit	

Pick up from family:	**Instructions:**	**Did you do this?**
Family Activity Setting Log	Check to make sure it was completed correctly	

Leave with the family:	**Instructions:**	**Did you do this?**
Family Activity Setting Log		

Review with supervisor and send to Connecticut:	**Check All Data**	**Included in packet**
Instructional Practices Log		
Activity Setting Observation Scale		
Family Activity Setting Log		

Checklist for Completing and Sending Data Forms
Week 23 (Session 23)

Family ______________________ Interviewer: _______________

Administer the following:	**Instructions:**	**Did you do this?**
Instructional Practices Log	Complete on this visit	

Pick up from family:	**Instructions:**	**Did you do this?**
Family Activity Setting Log	Check to make sure it was completed correctly	

Leave with the family:	**Instructions:**	**Did you do this?**
Family Activity Setting Log		
Family Eval of Interv Practices		

Review with supervisor and send to Connecticut:	**Check All Data**	**Included in packet**
Instructional Practices Log		
Family Activity Setting Log		

Checklist for Completing and Sending Data Forms
Week 24 (Session 24)

Family ______________________ Interviewer: ______________

Administer the following:	**Instructions:**	**Did you do this?**
Activity Setting Interview	Update only	
Instructional Practices Log	Complete on this visit	
Developmental Observation Checklist (DOC's)	Complete on this visit	
Parent/Child Language Assessment	Complete on this visit	
Activity Setting Parent Rating Scale	Complete on this visit	
Activity Setting Observation Scale	Complete on this visit	

Pick up from family:	**Instructions:**	**Did you do this?**
Family Activity Setting Log	Check to make sure it was completed correctly	
Family Eval of Interv Practices	Check to make sure it was completed correctly	

Leave with the family:	**Instructions:**	**Did you do this?**
Family Activity Setting Log		

Review with supervisor and send to Connecticut:	**Check All Data**	**Included in packet**
Activity Setting Interview (only if updated)		
Instructional Practices Log		
Activity Setting Parent Rating Scale		
Family Eval of Interv Practices		
Family Activity Setting Log		
Activity Setting Observation Scale		
Developmental Observation Checklist (DOC's)		
Parent/Child Language Assessment		

Checklist for Completing and Sending Data Forms
Month 1 (Session 1)

Family ______________________ Interviewer: ______________

Review with family:	**Instructions:**	**Did you do this?**
Parent payment form	Make sure the parent understands and signs	
Informed consent	Make sure the parent understands and signs	
Diagnostic release form	Make sure the parent understands and signs	
IFSP release form	Make sure the parent understands and signs	

Administer the following:	**Instructions:**	**Did you do this?**
Family Background Questionnaire	Interview the family and fill out	
Developmental Observation Checklist (DOC's)	Complete on this visit	
Activity Setting Log	Complete on this visit	
Parent/Child Language Assessment	Complete on this visit	
Activity Setting Observation Scale	Complete on this visit	

Review with supervisor and send to Connecticut:	**Check All Data**	**Included in packet**
Parent payment form (CT RA's only)		
Informed consent		
Diagnostic materials collected	(Send copy when you receive)	
IFSP collected	(Send copy when you receive)	
Activity Setting Observation Scale		
Developmental Observation Checklist (DOC's)		
Activity Setting Log		
Parent/Child Language Assessment (Audiotape)		
Family Background Questionnaire		

Checklist for Completing and Sending Data Forms
Month 2 (Session 2)

Family ________________________ Interviewer: ________________

Administer the following:	**Instructions:**	**Did you do this?**
Developmental Observation Checklist (DOC's)	Complete on this visit	
Activity Setting Log	Complete on this visit	
Parent/Child Language Assessment	Complete on this visit	
Activity Setting Observation Scale	Complete on this visit	

Review with supervisor and send to Connecticut:	**Check All Data**	**Included in packet**
Activity Setting Observation Scale		
Developmental Observation Checklist (DOC's)		
Activity Setting Log		
Parent/Child Language Assessment (Audiotape)		

Checklist for Completing and Sending Data Forms
Month 3 (Session 3)

Family ______________________ Interviewer: ______________

Administer the following:	Instructions:	Did you do this?
Developmental Observation Checklist (DOC's)	Complete on this visit	
Activity Setting Log	Complete on this visit	
Parent/Child Language Assessment	Complete on this visit	
Activity Setting Observation Scale	Complete on this visit	

Review with supervisor and send to Connecticut:	Check All Data	Included in packet
Activity Setting Observation Scale		
Developmental Observation Checklist (DOC's)		
Activity Setting Log		
Parent/Child Language Assessment (Audiotape)		

Checklist for Completing and Sending Data Forms
Month 4 (Session 4)

Family ______________________ Interviewer: ______________

Administer the following:	**Instructions:**	**Did you do this?**
Developmental Observation Checklist (DOC's)	Complete on this visit	
Activity Setting Log	Complete on this visit	
Parent/Child Language Assessment	Complete on this visit	
Activity Setting Observation Scale	Complete on this visit	

Review with supervisor and send to Connecticut:	**Check All Data**	**Included in packet**
Activity Setting Observation Scale		
Developmental Observation Checklist (DOC's)		
Activity Setting Log		
Parent/Child Language Assessment (Audiotape)		

Checklist for Completing and Sending Data Forms
Month 5 (Session 5)

Family ______________________ Interviewer: ______________

Administer the following:	**Instructions:**	**Did you do this?**
Developmental Observation Checklist (DOC's)	Complete on this visit	
Activity Setting Log	Complete on this visit	
Parent/Child Language Assessment	Complete on this visit	
Activity Setting Observation Scale	Complete on this visit	

Review with supervisor and send to Connecticut:	**Check All Data**	**Included in packet**
Activity Setting Observation Scale		
Developmental Observation Checklist (DOC's)		
Activity Setting Log		
Parent/Child Language Assessment (Audiotape)		

Checklist for Completing and Sending Data Forms
Month 6 (Session 6)

Family ____________________ Interviewer: ______________

Administer the following:	**Instructions:**	**Did you do this?**
Developmental Observation Checklist (DOC's)	Complete on this visit	
Activity Setting Log	Complete on this visit	
Parent/Child Language Assessment	Complete on this visit	
Activity Setting Observation Scale	Complete on this visit	

Review with supervisor and send to Connecticut:	**Check All Data**	**Included in packet**
Activity Setting Observation Scale		
Developmental Observation Checklist (DOC's)		
Activity Setting Log		
Parent/Child Language Assessment (Audiotape)		

Developmental Observation Checklist System

A Systems Approach to Assessing Very Young Children

EXAMINER'S MANUAL

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2

Administration and Scoring Procedures

This chapter contains information about administering and scoring the DOCS. Specifically, the following topics are addressed:

1. Eligibility criteria: Who should be tested
2. Examiner qualifications
3. Basic testing procedures
4. Testing time
5. Scoring guidelines
6. Basals and ceilings
7. Instructions for administering the DOCS components

Eligibility Criteria: Who Should Be Tested

The DOCS is designed to be used with parents and caretakers of children:

- Who are between the ages of birth and 6 years
- Whose dominant language is English
- Who reside in the United States of America

If the DOCS is used with children whose predominant language is other than English or whose exposure to sociocultural experiences in the United States is extremely limited, such discrepancies should be clearly acknowledged on the record forms and seriously considered when the test results are interpreted. Because the DOCS is built around common sociocultural experiences in the U.S., children lacking these experiences will be penalized, and their test results should be interpreted carefully.

Due to the reporting style of the DOCS, little adjustment need be made in the presentation of the DOCS to parents or caretakers. Some modifications, however, may be necessary at times. For example, in the case of rater blindness, the items would need to be read to the respondent and the response recorded. Additionally, those respondents who are either illiterate or read below the fourth grade level will need assistance in reading the material. Any changes in administration such as these should be properly recorded on the Cumulative Profile/Record Form and the appropriate DC, ABC, or PSSC Profile/Record Forms. Teachers, interventionists, or others who have worked with the child should have no difficulties in completing the DC component of the DOCS.

The standardization sample of the DOCS included groups of typical and atypical children from various geographic, ethnic, linguistic, and socioeconomic backgrounds. Where questions are asked about an individual child's performance in relation to a "general" norm group—that is, normally developing children such as those used in the standardization sample—the norms provided are appropriate and should be used. However, if an individual child's performance is to be compared with a more specific reference group (e.g., deaf, retarded, or children older than 6 years of age), the suitability of the DOCS for that group should be established *before* evaluating test performance. At the very least, the test's reliability should be estimated. Occasionally, the development of specific norms for a special group will be desirable and necessary. More is presented on this topic in later chapters.

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Examiner Qualifications

Examiners who supervise and interpret the DOCS should have some training in administering assessment instruments and interpreting assessment data (Anastasi, 1988). This training should include (a) a basic understanding of tests and testing statistics; (b) a knowledge of general procedures governing test administration, scoring, and interpretation; and (c) specific information about developmental evaluation. Supervised practice in using developmental tests is desirable.

Examiners with such experience should have little difficulty in appropriately utilizing the DOCS. Few test procedures are necessary due to the fact that the DOCS is a self-report instrument that is easily understood by the respondents. Any further assessments based on or suggested by the DOCS results should be completed by someone who is highly qualified in the areas of both assessment and child development.

Before actually administering the DOCS, examiners should consult local school policies, state regulations, and position statements of professional organizations regarding the use of tests. This is especially the case where the purpose is to assist in the diagnosis of handicapping conditions or to qualify children for special programs. Examiners who are members of a professional association should refer to their organization's competency statements relating to test administration, interpretations, and confidentiality.

The test user must think beyond the expediency of a single case and consider the issues involved in assessment. For example, the implications of nondiscriminatory assessment should be well understood. Oakland (1977), Reschley (1979), and Travers (1982) developed comprehensive and constructively critical analyses of the issues in this area of social interest. Additionally Laosa (1977a, 1977b) and the National Association for the Education of Young Children (1988) have expressed particular concern about the misuse of standardized tests with young children. We strongly urge the DOCS users to study their recommendations. Where possible, the DOCS has been developed with their concerns and recommendations in mind.

The DOCS was constructed to quickly and accurately assess children and infants for possible early identification of and subsequent intervention for developmental problems. The format was developed with ease of administration, scoring, and interpretation in mind. Staff of educational agencies and physicians' offices may find the DOCS to be useful within their settings where personnel are utilized who have minimal or no training in test administration, supervision, and interpretation. When it is given by untrained staff, it is important that the administration of the DOCS be supervised by qualified personnel. Further, treatment decisions should not be made solely on the basis of a single assessment instrument.

Basic Testing Procedures

The DOCS may be completed by individuals or groups of parents, caretakers, or professionals in early childhood education or related professions. Many parents may have no experience with the process; therefore, it is important to reassure these parents that the DOCS is an instrument designed to help the professional make informed decisions about their child, that it will not be used alone, and that the results will not be made public to other parents or to the public at large. The person supervising the completion of the DOCS should confirm that the individual providing the information knows the child in question, understands the questions being asked, and appears to be giving reasonable and appropriate answers.

As with any standardized measure, the value of the DOCS depends on obtaining accurate information of the child's abilities. By adhering to only a few simple procedures, you can help ensure the validity of the administration.

1. Be thoroughly familiar with this manual and the testing materials you will need.
2. Determine if the parents will be able to read the DOCS items. If not, provide assistance. If assistance is given, you must establish minimal rapport to ensure complete answers. McLoughlin and Lewis (1990) offered several suggestions for establishing rapport. First, be sure to introduce yourself and your role in the assessment process. Second, elicit general information to give the individuals time to relax and to become comfortable with the environment. Third, be certain to explain the purpose of the testing. Finally, try to encourage a conversational approach with the individuals.
3. Be sensitive to hesitancy in answering if any of the materials are read to the individual providing information. A hesitation may indicate failure to comprehend, lack of knowledge, or discomfort with the item.
4. Provide the parents with a well-lighted area where they can complete their responses. If you are asking the parents to complete materials separately, you may wish to separate them or remind them to answer independently.
5. If a table or desk is unavailable, provide a clipboard or other hard surface.
6. Completion of the DOCS may be the first time that many parents have been asked to complete an evaluation on their child. Establish rapport with the parents by first explaining the purpose of the DOCS. Let them know that the DOCS is only one source of information about their child and that it will be used to help their child's growth and development. Tell them that

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the DOCS has no time limit for completion, but they need not spend unnecessary time on any one item. Remind them to answer each item between where they are instructed to begin and to end. Tell them that if they are unsure about their response, they should mark *No* to indicate that their child does not exhibit this skill or ability. Being available for any questions that may arise during the respondents' work will also put parents at ease.

7. Make sure that all the requested parts of the DOCS have been completed and that the basal and ceiling guidelines have been followed.

Testing Time

Parents usually complete the three components of the DOCS within 30 minutes. However, the supervisor should encourage parents or caretakers to read each item carefully and to be as accurate as possible. The DOCS has no time limit. Parents may confer with each other in order to respond in the most accurate manner. Expect caretakers or professionals to complete the first part of the DOCS in 15 to 20 minutes. Occasionally, the supervisor may wish to compare parents' responses by asking each parent to complete the DOCS separately. This procedure can be especially helpful on the PSSC, to identify individual perceptions in this area. Also, if one parent is a less reliable respondent but is nevertheless eager to complete the DOCS, the supervisor may wish to have both parents fill out the entire DOCS.

Scoring Guidelines

Because the DC component of the DOCS is scored only with *Yes* or *No*, scoring is relatively easy. Few qualitative judgements are required. The same is true for the ABC and the PSSC, even though these measures are scored on a 4-point Likert-type scale. Check marks placed by the parents in each column are weighted according to their placement and multiplied by a factor clearly indicated on the response sheet.

Basals and Ceilings

All respondents do not have to begin with the first item on the DC. Based on age, different entry points are suggested. To shorten testing time as much as possible, entry points, basals, and ceilings are used. The basal is the highest point at which the parent or caretaker can mark *Yes* to 5 items in a row. The ceiling is that point where the respondent marks *No* to 5 items in a row. *Credit is given to all items below the basal, and no credit is given to any items above the ceiling.*

Testing always begins with the item that corresponds to the child's age. Begin testing at the entry level and discontinue testing when there are 5 consecutive *No* responses. This establishes the child's ceiling. If for some reason items were given above the ceiling and a few were passed, these "passed" items are scored as incorrect. *REMEMBER, ALL ITEMS ABOVE THE CEILING ARE SCORED AS INCORRECT.* Return to the point at which the child successfully passed 5 items in a row. This establishes the child's basal level. *ALL ITEMS BELOW THE BASAL ARE SCORED AS CORRECT.* If the child has not passed 5 items in succession during the establishment of a basal, return to the entry point and test downward until 5 items in a row are answered *Yes* by the respondent. A basal may not be obtainable for all children. The proper use of basals and ceilings is illustrated by Examples A, B, and C in Figure 2.1.

In Example A, the parent began with item 130 because the child was 1 year, 9 months old. The parent proceeded through higher numbered items until 5 items in a row were scored *No*. At that point, responding was discontinued. The number of *Yes* responses were summed, credit was given for the 131 items below the basal (item 136), and the child's score of 144 was recorded. Note that credit was given for item 131 even though it was missed. This is because all items below the basal are scored as correct.

In Example B, the parent also began with item 130, which was answered *No*. The parent continued through higher numbered items until a ceiling was achieved (item 149). The parent then responded through lower numbered items beginning with item 129 because a basal had not been established (that is, 5 *Yes* responses in a row were not achieved). Finally, a basal was established (item 124). All points were added, and the child's score was reported as 137. Note that if no basal had been established, the parent would respond to every item back through item 1, and the sum of all *Yes* responses through the ceiling item would be added together to produce the child's score. For children who are chronologically very young (that is below age 1) or severely developmentally delayed, it may not be possible to compute a basal.

In Example C, the parent may have started with item 131 but decided to score all the items on the page. Regardless of why items below the basal or above the ceiling were administered, the DC component of the DOCS is always scored as if the basal and ceiling had been attained in the proper, standardized fashion. This child was credited with the first 136 items and with items 138, 139, 142, 144, 146, and 148. Although the child "failed" items 127 and

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EXAMPLE A				
Item	Score		Item	Score
121			157	
122			158	
123			159	
124			160	
125		+131	161	
126			162	
127			163	
128			164	
129			165	
130	1		166	
131	0		167	
132	1		168	
133	1		169	
134	1		170	
135	1		171	
136	1		172	
137	0		173	
138	1		174	
139	1		175	
140	0		176	
141	1		177	
142	0		178	
143	0		179	
144	1		180	
145	1		181	
146	1		182	
147	0		183	
148	0		184	
149	1		185	
150	1		186	
151	0		187	
152	0		188	
153	0			
154	0			
155	0			
156				
			Total	144

EXAMPLE B			
Item	Score	Item	Score
121		157	
122		158	
123		159	
124	1	160	
125	1	161	
126	1	162	
127	1	163	
128	1	164	
129	0	165	
130	0	166	
131	1	167	
132	1	168	
133	1	169	
134	1	170	
135	0	171	
136	0	172	
137	1	173	
138	0	174	
139	1	175	
140	1	176	
141	1	177	
142	0	178	
143	0	179	
144	1	180	
145	0	181	
146	0	182	
147	0	183	
148	0	184	
149	0	185	
150		186	
151		187	
152		188	
153			
154			
155			
156			
		Total	137

EXAMPLE C					
Item	Score		Item	Score	
121	1		157	1	
122	1		158	0	
123	1		159	0	
124	1		160	0	
125	1	+131	161	0	
126	1		162	0	
127	0		163	0	
128	0		164	0	
129	1		165	0	
130	1		166	0	
131	1		167	0	
132	1		168	0	
133	1		169	0	
134	1		170	0	
135	1		171	0	+0
136	1		172	0	
137	0		173	0	
138	1		174	0	
139	1		175	0	
140	0		176	0	
141	0		177	0	
142	1		178	0	
143	0		179	0	
144	1		180	0	
145	0		181	0	
146	1		182	0	
147	0		183	0	
148	1		184	0	
149	0		185	0	
150	0		186	0	
151	0		187	0	
152	0		188	0	
153	0				
154	1				
155	0				
156	0				
			Total	142	

Figure 2.1. Examples of basals and ceilings.

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128, credit was given because those items fall below the basal (item 136). Even though the child "passed" items 154 and 157, no credit was given because they are above the ceiling (item 153). Thus, the child's score was recorded as 142. Example C also demonstrates what happens when a double basal is achieved. Note that two basals occurred (at items 126 and 136). When two basals occur, the true basal (item 136) is the one closest to the ceiling. The same rule follows when there are two ceilings. The true ceiling is the one that is closest to the basal. *It is impossible to properly administer the test and to attain two basals or two ceilings.*

There are no basals and ceilings for the PSSC and the ABC. These scales are completed in their entirety. No differential starting points are used, and no items are omitted.

Instructions for Administering the DOCS Components

The directions for administration are printed in the DC, ABC, and PSSC Profile/Record Forms (see actual forms). The items are listed following the directions. The DOCS does not require the presence of an examiner for its proper completion. The person who gives the DOCS to the parent or caregiver may properly be considered to be the examiner or supervisor, but it is the respondent who actually follows written instructions printed on the answer forms themselves. The items are to be read by the person completing the materials. If the person is unable to read the material, read the instructions and the questions to the person.

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3

Completing the DOCS Forms

Information about completing the DOCS Profile/Record Forms is presented in this chapter. There is an individual Profile/Record Form for the DC, the ABC, and the PSSC, as well as an overall Cumulative Profile/Record Form. The parent's or caregiver's evaluation of the child in the areas of cognition, language, social, and motor development is recorded on the forms, in addition to his or her perception of the child's behavioral adjustment and the level of stress existing in the family. Space is provided on these forms for:

1. Specifying relevant information about both the examiner and the child
2. Recording the raw score, standard score, and percentile results of the DOCS components
3. Noting the results of any other tests that might be available
4. Recording observations about the testing situation
5. Recording the responses during the test completion
6. Profiling the child's DOCS component performance
7. Interpreting the results and making recommendations

Not all sections are on each form because some information may not be appropriate or is necessary only on the Cumulative Profile/Record Form. Table 3.1 indicates the sections on each form. An example of the first page of John's completed Cumulative Profile/Record Form is provided in Figure 3.1. This completed Profile/Record Form will be referred to during the following discussion.

Identifying Information

Relevant data about the child being evaluated and about the individual completing the evaluation (the respondent) are recorded in this section of all of the Profile/Record Forms. The child's name, sex, age, school, and grade are recorded, as well as the examiner's name and position. The name of the respondent completing the evaluation is also recorded, in addition to his or her relationship to the child being evaluated.

The child's test age (the age used to calculate the basal and the DOCS quotients) is calculated by subtracting the date of birth from the date of testing. For example, consider John, whose date of birth is January 25, 1990:

	Year	Month	Day
Date Tested	93	3	30
Date of Birth	−90	−1	−25
Test Age	3	2	5

John is 3 years, 2 months, and 5 days old. In some instances, you have to borrow a year (12 months) or a month (30 days) in order to subtract. If John's date of birth were November 31, 1989, then you would have to borrow 30 days (one month) from the month column and add it to the 30 days in the day column, because 31 cannot be subtracted from 30:

	Year	Month	Day
Date Tested	93	3	30
Adjustment		−1	+30
Date Tested	93	2	60

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TABLE 3.1
Profile/Record Forms Components

Section	DOCS Profile/Record Forms			
	Cumulative	DC[a]	ABC[b]	PSSC[c]
Identifying Information	X	X	X	X
Summary of the DOCS Results	X			
Record of Other Test Scores	X			
Administration Conditions	X	X	X	X
Response Record		X	X	X
Diagnostic Profile	X			
Observations, Interpretations, and Recommendations	X	X	X	X

[a] Developmental Checklist
[b] Adjustment Behavior Checklist
[c] Parental Stress and Support Checklist

The date of testing then becomes 93-2-60. A second calculation, however, is necessary. Because 11 months cannot be subtracted from 2 months, you must borrow 12 months (one year) from the adjacent year column.

	Year	Month	Day
Date Tested	93	2	60
Adjustment	−1	+12	
Date Tested	92	14	60

The date of testing becomes 92-14-60. Simple subtraction is applied (see the following), and John's test age is found to be 2 years, 3 months, and 29 days.

	Year	Month	Day
Date Tested	92	14	60
Date of Birth	−89	−11	−31
Test Age	2	3	29

Some test authors suggest that the age of the child be rounded off to the next month if the child's age is 16 or more days into the month. The norm tables of the DOCS, however, are developed without rounding off the age. Therefore, John's age is 2 years, 3 months. *Do not round to the next highest month when scoring the DOCS.* The calculation of age is critical when there is concern that the age of the child is on the borderline between one table and another.

Administration Conditions

Space is provided in this section on all the forms for the examiner to record important information concerning the administration of the checklists. The number of sessions required and the testing time necessary to complete the DOCS should be recorded first. The place tested should be recorded next, followed by an indication of whether or not reading assistance was given. The last item in this section pertains to the length of time the respondent has known the child. This is especially important if someone other than the parent is filling out the checklists, as the opportunity to observe many of the test items may require considerable experience with the child. Obviously, someone responding to the test items with only a few days or weeks of experience with the child cannot have an in-depth knowledge of that child's abilities.

Response Record

In this section on each of the DC, PSSC, and ABC Profile/Record Forms, the individual test instructions and items are given. Each checklist has specific instructions as to the criteria and marking of test items.

On the DC, place the number *1* for *Yes* or *0* for *No* under the domains indicated in the columns to the right of the test item. It is recommended that the questions or statements be answered first and that the domains be filled in after the checklist has been completed. The ABC and PSSC require responses that are gradations of judgment, that is, *Very Much Like* to *Not At All Like* and *Highly Agree* to *Do Not Agree.*

Summary of the DOCS Results

The raw scores, percentiles, age equivalents, and standard scores for the DOCS components (DC, PSSC, and

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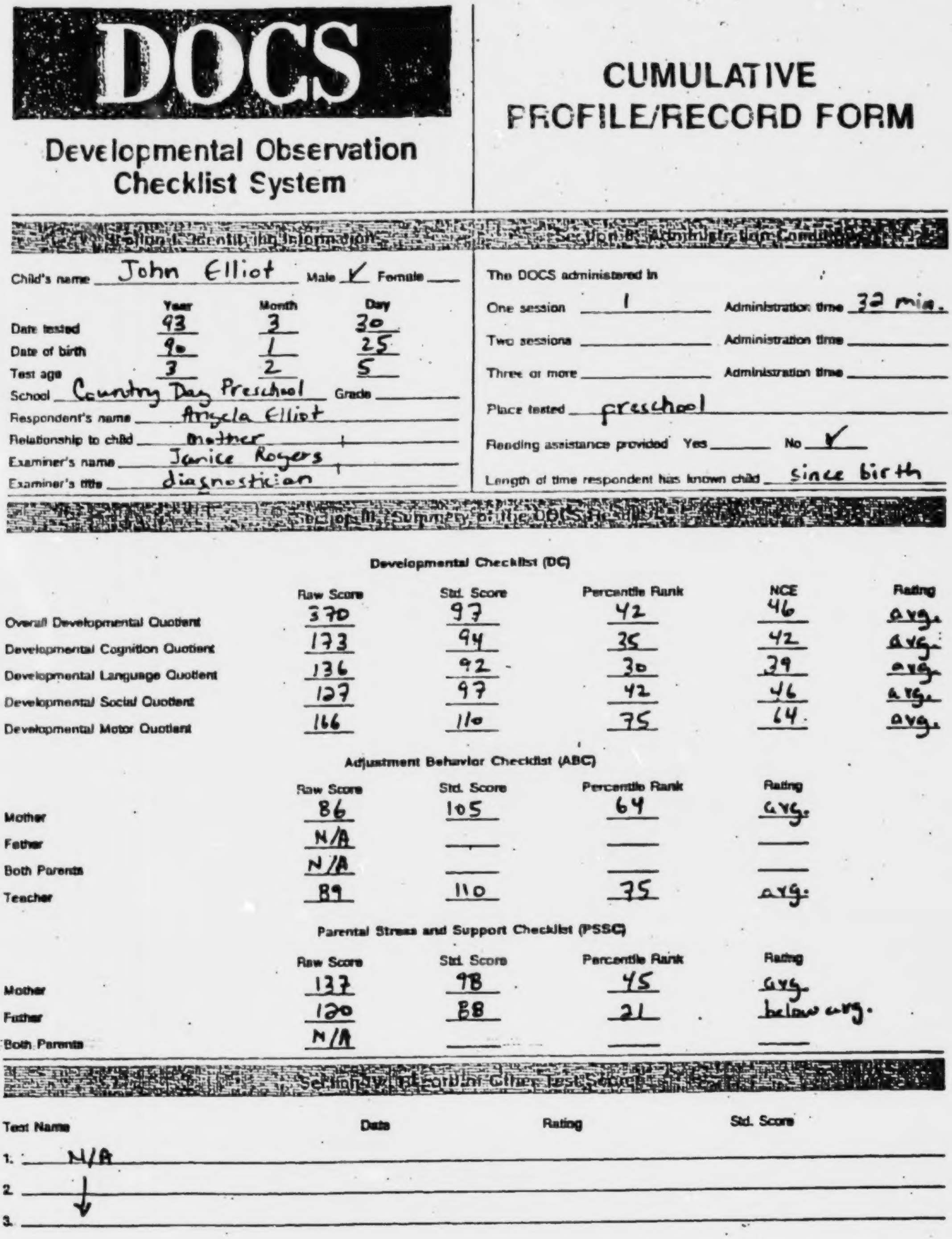

DOCS

Developmental Observation Checklist System

CUMULATIVE PROFILE/RECORD FORM

Section I: Identifying Information

Child's name John Elliot Male ✓ Female ____

	Year	Month	Day
Date tested	93	3	30
Date of birth	90	1	25
Test age	3	2	5

School Country Day Preschool Grade ____

Respondent's name Angela Elliot

Relationship to child mother

Examiner's name Janice Rogers

Examiner's title diagnostician

Section II: Administration Conditions

The DOCS administered in

One session 1 Administration time 32 min.

Two sessions ____ Administration time ____

Three or more ____ Administration time ____

Place tested preschool

Reading assistance provided Yes ____ No ✓

Length of time respondent has known child since birth

Section III: Summary of the DOCS Results

Developmental Checklist (DC)

	Raw Score	Std. Score	Percentile Rank	NCE	Rating
Overall Developmental Quotient	370	97	42	46	avg.
Developmental Cognition Quotient	173	94	35	42	avg.
Developmental Language Quotient	136	92	30	39	avg.
Developmental Social Quotient	127	97	42	46	avg.
Developmental Motor Quotient	166	110	75	64	avg.

Adjustment Behavior Checklist (ABC)

	Raw Score	Std. Score	Percentile Rank	Rating
Mother	86	105	64	avg.
Father	N/A			
Both Parents	N/A			
Teacher	89	110	75	avg.

Parental Stress and Support Checklist (PSSC)

	Raw Score	Std. Score	Percentile Rank	Rating
Mother	137	98	45	avg.
Father	120	88	21	below avg.
Both Parents	N/A			

Section IV: Record of Other Test Scores

Test Name	Date	Rating	Std. Score
1. N/A			
2. ↓			
3.			

Figure 3.1. John's Cumulative Profile/Record Form.

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ABC) are recorded in this section of the Cumulative Profile/Record Form. The raw scores (i.e., the total number of correct responses for the DOCS components) are recorded first.

Percentiles and standard scores are recorded next using information in Appendixes B, C, and D. The particular column and table used to transform raw scores into percentiles and standard scores are determined by the age of the person being evaluated. The reported standard scores are the DC Overall Developmental Quotient (ODQ), Developmental Language Quotient (DLQ), Developmental Motor Quotient (DMQ), Developmental Social Quotient (DSQ), Developmental Cognition Quotient (DCQ), Parental Stress & Support Checklist Quotient (PSSQ), and Adjustment Behavior Checklist Quotient (ABQ). (Because the DC, PSSC, and ABC may be given independently, record only the scores for the components given.) Normal curve equivalents (NCE) scores are also reported for each score. Age equivalents can also be obtained for all scores by using Appendix E. For example, the ODQ is found by using Table E to transform the raw score into an age equivalent. By using Table B.10, the examiner can determine that a raw score of 370, made by John, who is 3 years and 2 months old, transforms into an ODQ of 97, an NCE of 46, and a percentile of 42. The DC age equivalent of 2-8 is determined by using Table E.

Record of Other Test Scores

The results of any other relevant tests previously given to the child are recorded in this section on the Cumulative Profile/Record Form. Comparisons to other tests may be made, or if a portion of the DOCS such as the ABC has not been given and a different behavior measure used instead, that score can be listed here. Several steps should be followed in recording other relevant tests. Specifically, note the name of the test, date given, test score, the DOCS score equivalent, and content area tested. Where the standard score reported is of a different type from that of the DOCS (e.g., stanines, T-scores, etc.), convert the test scores to a DOCS quotient value (i.e., a distribution having a mean of 100 and a standard deviation of 15). Appendix A can be used to convert the standard scores of other tests into the distribution that underlies the DOCS quotients, stanines, and NCE scores. A precise conversion to a quotient with a distribution having a mean of 100 and a standard deviation of 15 can be obtained using this formula:

$$\text{IQ Equivalent} = (15/SD)(X - M) + 100$$

In this equation, SD and M refer to the standard deviation and mean of the distribution used for the standard scores of some other test (e.g., 1.96 and 5 for stanines and 10 and 50 for T-scores, etc.); X is the student's actual standard score on that test.

John's DLQ can be contrasted with other tests such as measures of cognitive aptitude, tests of early school achievement, and behavior. In John's case, he was given the *Detroit Tests of Learning Aptitude–Primary*, the *Test of Early Reading Ability–2*, and the *Test of Early Socioemotional Development*. All of these tests use standard scores that correspond to those used on the DOCS. In addition, John was administered a locally developed test of general academic ability that will be referred to as the Local Screening Measure (LSM). This test reports results according to stanines. John's stanine on this test is 4.

As Table A in Appendix A shows, this value is roughly 93 when converted into the distribution used by the DLQ. The formula mentioned in the first paragraph of this section can be used to calculate an exact conversion. For example, the stanine of 4 for the LSM score converts to 93. To apply the formula, one needs to know only that the mean for the stanine distribution is 5, and its standard deviation is 1.96. The formula is as follows:

$$\text{IQ Equivalent} = (15/1.96)(4 - 5) + 100 = 93.4$$

Space is reserved for these values on the Record of Other Test Scores section in the Cumulative Profile/Record Form. This profile permits an easy comparison with the component quotients derived from the DOCS.

Diagnostic Profile

In this section of the Cumulative Profile/Record Form the results from each checklist, respondent, and domain are presented in graphic display. The profile is developed by plotting the standard scores for the DC components, the PSSC, and the ABC on the graph provided. Using the graphed profile, one can determine strengths and weaknesses at a quick glance. However, visual examination of the profile should not be used in lieu of precise comparison of scores. When score comparisons are used to make educational intervention or placement decisions, comparisons with other tests and observations should be made.

Observations, Interpretations, and Recommendations

This space is reserved on all of the Profile/Record Forms for the examiner's relevant notes about the evaluation of the child on the DOCS components, interpretation of

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the DOCS results, recommendations for further assessment, and suggestions for appropriate instructional interventions or placements. Examiners may wish to use this section to record additional information obtained during the testing setting that may be helpful in later performance interpretations.

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DOCS

Developmental Observation Checklist System

PART 1
DEVELOPMENTAL CHECKLIST (DC) PROFILE/RECORD FORM

Section I. Identifying Information

s name ______________ Male ____ Female ____

	Year	Month	Day
ested	____	____	____
f birth	____	____	____
ge	____	____	____

______________ Grade ______

ident's name ______________

nship to child ______________

er's name ______________

er's title ______________

Section II. Administration [illegible]

The DOCS administered in

One session ______________ Administration time ______

Two sessions ______________ Administration time ______

Three or more ______________ Administration time ______

Place tested ______________

Reading assistance provided Yes ______ No ______

Length of time respondent has known child ______________

Section IV. Observations, Interpretations, and Recommendations

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v PRO-ED, Inc.
5 6 7 8 9 10 11 12 13 14 15 04 03 02 01 00 99

Additional copies of this form (#6653) can be ordered from PRO-ED, 8700 Shoal Creek Blvd., Austin, TX 78757.

Section III. Response Record

uctions for the Developmental Checklist:

he person giving you this booklet will help you get started and tell you the first item to answer.

ead the first item. Can your child do what the item says? If your child cannot, count back 5 items and begin again. If your child still annot do what the item says, count back another 5 and begin.

arefully read each item. Ask yourself if your child can do what the item says. Check (✓) either *Yes* or *No* by each item. If you are ncertain or doubt that your child can do what the item states, check (✓) *No*.

Check (✓) *Yes* for those items that your child can do right now or is beginning to do.

Check (✓) *Yes* for those items that your child did when he or she was younger but has outgrown.

Check (✓) *No* if your child cannot do what the item says. Remember that if you have not seen it or have not heard it, mark *No*.

op when you check (✓) *No* 5 times in a row.

ge of your child determines where you start. The person giving you the DOCS has marked your starting item. The starting items e DC are as follows:

r child is—	*Start with item:*
ith or older	1
iths or older	30
r, 0 months, or older	80
r, 6 months, or older	150
rs, 0 months, or older	240
s, 6 months, or older	310
s, 0 months, or older	330
s, 6 months, or older	380
s, 0 months, or older	390
s, 6 months, or older	420
s, 0 months, or older	420

No		Motor	Social	Language	Cognition
___	1. Makes noises other than crying.			___	
___	2. Has recognizable cries for hunger, anger, and pain.			___	
___	3. Quits fussing by him- or herself.				
___	4. Lifts his or her head while being held under arms by an adult.	___			
___	5. Quiets when he or she sees parent's face.				
___	6. Quits fussing when he or she hears parent's voice.			___	
___	7. Looks at a person close to him or her for a few seconds.				
___	8. Raises his or her head and chest while lying on stomach.	___			
___	9. Cries to get attention.			___	
___	10. Stops activity when he or she hears voices.			___	
___	11. Looks at an object such as a rattle for at least 10 seconds.				
___	12. Turns his or her body partly to one side (beginning to roll).	___			
___	13. Smiles when talked to or played with.			___	
___	14. Expects activity before it happens (sucks before feeding; kicks feet and moves arms before being picked up).				
___	15. Plays with his or her hands.	___			
___	16. Smiles or laughs while being bounced, tossed, or engaged in other forms of physical play.			___	
___	17. Holds a toy without dropping it.	___			
___	18. Moves to see something better.	___			
___	19. Steadily holds up his or her head for 5 seconds when held under arms by an adult.	___			
	Total for page 2	___		___	

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No		Motor	Social	Language	Cognition
___	20. Returns an adult's smile with a smile and/or cooing sound.			___	
___	21. Copies parents' facial expressions.	___			
___	22. Stops crying upon being comforted by his or her parent.				
___	23. Laughs out loud in response to parent play or when tickled.			___	
___	24. Shows that he or she is aware of strangers or new situations.				
___	25. Removes blanket or cloth that is covering his or her face.	___			
___	26. Squeals with delight.			___	
___	27. Makes sounds (cooing), especially when with people.			___	
___	28. Changes his or her behavior in response to sound(s) in the environment.			___	
___	29. Tries to get attention by crying and kicking feet.	___		___	
___	30. Looks for an object that has briefly disappeared (mother, bottle).				
___	31. Coos, gurgles, or makes other pleasure sounds when spoken to or played with by another person.			___	
___	32. Is interested in his or her image in mirror.				
___	33. Supports some of his or her body weight on legs while being held by an adult.	___			
___	34. Responds to the disappearance of an adult's face.				
___	35. Plays alone with an object for a few minutes.				
___	36. Smiles at his or her mirror image.				
___	37. Responds when an adult plays peek-a-boo.			___	
___	38. Tries to touch moving objects.	___			
___	39. Reaches for objects beyond his or her reach.	___			
___	40. Becomes alert and repeats when an adult copies his or her sounds.			___	
___	41. Sits when supported by an object or a person.	___			
___	42. Smiles at parents without parents smiling first.				
___	43. Holds up most of his or her body on hands for 5 seconds.	___			
___	44. Lets parents know when he or she wants to be played with.			___	
___	45. Turns his or her head from side to side to look at an object.	___			
___	46. Indicates a desire to have an adult repeat an enjoyable behavior during play.			___	
___	47. Reaches for and touches parents' faces while they are talking.			___	
___	48. Rolls onto his or her back.	___			
___	49. Responds differently to pleasant and angry voices.			___	
___	50. Watches a moving person who is about 6 feet away.				
___	51. Picks up an object using his or her fingers and palm of hand.	___			
	52. Repeats own actions (recognizes when his or her own behavior has caused an action; example: rattles, looks at rattle, rattles again).				
	53. Responds in consistent manner when a parent does a familiar activity (example: gets excited when bathwater is run).			___	
	54. Plays by him- or herself or with others using toys or other objects.	___			
	Total for page 3	___		___	

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No		Motor	Social	Language	Cognition
___	55. Smiles at a familiar person other than parent.				
___	56. Supports most of his or her weight on legs while being held by an adult.	___			
___	57. Turns his or her head toward sounds in environment (telephone ring).			___	
___	58. While on his or her stomach, turns body to face a different direction.	___			
___	59. Copies an adult's movement such as waving bye-bye or clapping hands.	___		___	
___	60. Plays back and forth during baby games (peek-a-boo, making sounds).			___	
___	61. Sits by him- or herself for at least 1 minute.	___			
___	62. Sits alone for a few minutes while using hands to play with a toy.	___			
___	63. Drops toys and watches them fall.				
___	64. Copies games and play of adults.				
___	65. Makes short combinations of sounds like ma-ma, ba-ba, la-la.			___	
___	66. Holds, bites, and chews a cookie or cracker.	___			
___	67. Picks up an object using his or her fingers and thumb.	___			
___	68. Rolls his or her body easily from one direction to another: back to side, back to stomach.	___			
___	69. Tries to get a toy that is out of reach.				
___	70. Shouts for attention.			___	
___	71. Moves along the floor on his or her stomach.	___			
___	72. Hugs and shows affection to parents.				
___	73. Tries to stop an adult who playfully takes away his or her toy.				
___	74. Watches a moving object without falling while sitting alone.	___			
___	75. Talks in his or her own language to toys.			___	
___	76. Shows interest at the sight of a new toy.				
___	77. Drops one of two toys to pick up a third.				
___	78. Tries to follow parents around the house.	___			
___	79. Raises his or her arms in response to a person gesturing or saying, "Come here" or "Up."			___	
___	80. Finds half-hidden object.				
___	81. Looks for a brief time for a toy that has disappeared.				
___	82. Moves to a sitting position and sits alone.	___			
___	83. Reaches when wanting to be picked up by familiar people.			___	
___	84. Shows interest in playing with hands and fingers.				
___	85. Completely supports his or her body on legs while being held by an adult.	___			
___	86. Babbles (lengthy combinations of sounds) and makes pleasure sounds by him- or herself such as "ba-ba-ba."			___	
___	87. Enjoys opening and closing boxes.	___			
___	88. Plays with an adult and a toy at the same time.				
___	89. Squeezes dolls or toys to make them squeak.				
	Total for page 4	___		___	

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No		Motor	Social	Language	Cognition
___	90. Takes toys out of open boxes.	___			
___	91. Responds to the command "Come here."			___	
___	92. Plays with two toys at one time.	___			
___	93. Acts shy around strangers.				
___	94. Tries to catch moving objects.	___			
___	95. Will try to get around things in order to reach an object.	___			
___	96. Understands when he or she is told "no" and "yes."			___	
___	97. Sits up straight without help for several minutes.	___			
___	98. Crawls on his or her hands and knees.	___			
___	99. Understands the meaning of at least 10 words.			___	
___	100. Stands while holding on to objects or people.	___			
___	101. Copies sounds made by others.			___	
___	102. Drinks from a cup with adult help (may spill some).	___			
___	103. Uses one hand to reach for and pick up an object.	___			
___	104. Shakes his or her head for "no."			___	
___	105. Moves across the floor on his or her bottom.	___			
___	106. Signals an adult to have an interesting behavior repeated.			___	
___	107. Searches for a toy that is hidden while he or she is watching.				
___	108. Plays simple hand games (pat-a-cake).	___		___	
___	109. Looks around corners for something that is lost.				
___	110. Plays games that require taking turns (rolling a ball back and forth).				
___	111. Gives an object to a person when asked.			___	
___	112. Puts small objects such as blocks into containers.	___			
___	113. Teases others (example: gives cookie to dog and takes it away).				
___	114. Hands you a toy if you hold out your hand for it.	___			
___	115. Takes a small object from a container after seeing it put in by another person.	___			
___	116. Follows simple directions such as "Pick up your shoe."			___	
___	117. Uses his or her thumb and index finger to pick up small objects such as cereal.	___			
___	118. While sitting, turns body to face a different direction.	___			
___	119. Pulls up his or her body to a standing position without help.	___			
___	120. Calls family members by name (examples: "mama," "dada").			___	
___	121. Moves an object from hand to hand.	___			
___	122. Talks in his or her own language (jabbers).			___	
___	123. Remembers where some things are kept in the house.				
___	124. Walks while holding onto furniture or objects.	___			
___	125. Understands "bye-bye."			___	
___	126. Points to a few features on the face (examples: eyes, nose, mouth).			___	
___	127. Shows interest in picture books.				
	Total for page 5	___		___	

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s	No		Motor	Social	Language	Cognition
	___	128. Moves to music.	___			
	___	129. Waves bye-bye at the right time.			___	
	___	130. Tries to repeat words.			___	
	___	131. Plays with objects as he or she has seen them used (examples: telephone, comb, fork).	___			
	___	132. Shows jealousy.				
	___	133. Turns one or more pages of a book.	___			
	___	134. Repeats his or her own behavior when laughed at.				
	___	135. Says one word that people can understand that always means the same thing (besides "dada" or "mama").			___	
	___	136. Copies another person putting small objects into a container.	___			
	___	137. Rolls a ball back and forth with another person.	___			
	___	138. Takes one or more steps by him- or herself.	___			
	___	139. Walks a few wobbly steps toward an adult when told to "Come here."	___		___	
	___	140. Points to an object he or she wants.			___	
	___	141. Kisses an adult when asked.			___	
	___	142. Copies another child's actions.				
	___	143. Copies adult voice rhythm and facial expressions.			___	
	___	144. Tries to put one block on top of another to build a tower.	___			
	___	145. Crawls up stairs.	___			
	___	146. Uses gestures to show "yes," "no," and "I want."			___	
	___	147. Picks up small objects using his or her index finger and thumb.	___			
	___	148. Lets someone know wants and needs by gesture and/or single words.			___	
	___	149. Hugs and kisses a doll or teddy bear.				
	___	150. Stands alone easily.	___			
	___	151. Unwraps objects and opens simple boxes.	___			
	___	152. Waves "bye-bye" without another person moving his or her hand.			___	
	___	153. Imitates an action that he or she has seen some time in the past.				
	___	154. Toddles; walks with legs far apart with or without assistance.	___			
	___	155. Avoids objects that might give pain without being reminded.				
	___	156. Gives an adult a toy that needs to be turned on or fixed.				
	___	157. Has a favorite toy or object.				
	___	158. Mixes jabbering with real words.			___	
	___	159. Often cooperates with and enjoys routines such as getting ready for bed, mealtime, or getting dressed.				
	___	160. Holds more than one small object in one hand.	___			
	___	161. Looks for hidden or lost objects in their familiar places.				
	___	162. Marks on paper with a crayon or pencil held in a fist grip.	___			
	___	163. Combines talking and pointing in order to make wishes known.			___	
	___	164. Pulls on string or tablecloth to bring an object closer.	___			
		Total for page 6	___		___	

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No		Motor	Social	Language	Cognition
____	165. Brings things to an adult to start a game.				
____	166. Pulls off socks and shoes by him- or herself.	____			
____	167. Builds a two-block tower after seeing one built by another person.	____			
____	168. Searches for a hidden or missing object after just seeing it.				
____	169. Points to common objects when named.			____	
____	170. Brings objects from another room when asked.			____	
____	171. Uses a container to carry things.	____			
____	172. Places rings on a stacking stick.	____			
____	173. Finds one or two objects when they are in a group of many familiar objects.			____	
____	174. Turns pages of a book, not necessarily one at a time.	____			
____	175. Climbs onto furniture such as a low chair.	____			
____	176. Shows someone an object when asked, but will not give it to them.			____	
____	177. Can pull a toy to the side while walking.	____			
____	178. Expresses many different emotions (anger, fear, surprise, happiness, sadness).				
____	179. Plays simple games such as "pat-a-cake" with another person.	____			
____	180. Sits and listens to stories that are read aloud.			____	
____	181. Throws a ball to another person.	____			
____	182. Gets around mostly by walking rather than crawling.	____			
____	183. Kisses pictures of toys or animals in books or photographs.				
____	184. Pulls toys behind while walking.	____			
____	185. Plays by him- or herself.				
____	186. Begins to sing.			____	
____	187. Builds a three-block tower after seeing one built by another person.	____			
____	188. Uses handles or knobs to open drawers.	____			
____	189. Points to pictures of animals.			____	
____	190. Says 10 to 15 different words.			____	
____	191. Imitates scribbling when shown by an adult.	____			
____	192. Builds a four-block tower after seeing one built by another person.	____			
____	193. Indicates he or she hears outside environmental sound (car, airplane) and knows what it is without seeing object.			____	
____	194. Echoes the last word spoken.			____	
____	195. Obeys simple directions (example: "Put it on the table").			____	
____	196. Is able to get objects out of a narrow-necked container.	____			
____	197. Is awkward and occasionally falls when running.	____			
____	198. Uses phrases such as "uh-oh" and "no-no" for emphasis.			____	
____	199. Copies a line drawn up and down when shown how.	____			
____	200. Crawls down stairs.	____			
	Total for page 7	____		____	

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s	No		Motor	Social	Language	Cognition
	___	201. Drinks from a regular cup without help.	___			
	___	202. Copies (says) unknown words (does not have to be accurate).			___	
	___	203. Bends over and looks through legs.	___			
	___	204. Can identify his or her reflection in a mirror by saying his or her name.			___	
	___	205. Points to one part of the body such as mouth, hands, tummy, or feet, when asked.			___	
	___	206. Puts a toy in a specific place when asked to.			___	
	___	207. Briefly stands on one foot while holding another person's hand.	___			
	___	208. Steps over low objects without falling.	___			
	___	209. Pretends play (examples: uses Kleenex as a blanket for doll, uses block as a truck).				
	___	210. Walks up stairs while holding another person's hand.	___			
	___	211. Paints or colors using such big arm movements that the drawing sometimes goes off the page.	___			
	___	212. Practices new words so that gradually he or she becomes easier to understand.			___	
	___	213. Indicates (points, cries) when diapers are wet or dirty.			___	
	___	214. Puts two words together ("want more").			___	
	___	215. Uses one object to get another object that is out of reach.	___			
	___	216. Throws a ball overhand with some degree of accuracy.	___			
	___	217. Refers to him- or herself by name.			___	
	___	218. Opens containers to get something inside.	___			
	___	219. Works at getting objects into narrow-necked containers.	___			
	___	220. Points or says name when looking at him- or herself in photographs.			___	
	___	221. Fits smaller objects into larger objects (smaller pots into larger pots).	___			
	___	222. Participates in and enjoys nursery rhymes and finger plays.				
	___	223. Tries to start a mechanical toy with some success.	___			
	___	224. Begins to sort objects.			___	
	___	225. Explores cabinets and drawers.				
	___	226. Matches sounds to animals.			___	
	___	227. Plays next to other children but not with them.				
	___	228. Names a few pictures.			___	
	___	229. Squats down without falling.	___			
	___	230. Writes on paper or a chalkboard with pencil, crayon, or chalk.	___			
	___	231. Always uses the names of at least 20 familiar objects.			___	
	___	232. Enjoys rough-and-tumble play.				
	___	233. Points to at least three to five major body parts (leg, arm, hair, hand, head, or foot).			___	
	___	234. Runs, but falls sometimes.	___			
	___	235. Puts both feet on each step while walking up stairs.	___			
		Total for page 8	___		___	

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es	No		Motor	Social	Language	Cognition
_	___	236. While holding rail, walks up stairs by him- or herself.	___			
_	___	237. Stacks five blocks after seeing someone else do the same thing.	___			
_	___	238. Gives a toy or other object to another person when asked.			___	
_	___	239. Moves his or her body to music.	___			
_	___	240. Matches objects to pictures.			___	
_	___	241. Pushes or pulls open a swinging door.	___			
_	___	242. Correctly uses the words *my* and *mine*.			___	
_	___	243. Tries to "fix" a toy or object when it breaks.				
	___	244. Asks for things at the table during mealtime.			___	
	___	245. Uses words that can be understood by family members over half the time.			___	
	___	246. Does simple household chores such as picking up toys.	___			
	___	247. Plays with clay or play dough.				
	___	248. Sits on potty or toilet by him- or herself.	___			
	___	249. Attempts to comfort another person when that person is sad.				
	___	250. Tries to describe something that has happened to him or her.			___	
	___	251. Puts both feet on each step while walking down stairs.	___			
	___	252. Understands questions beginning with "who" or "where."			___	
	___	253. Protects toys and personal objects.				
	___	254. While holding onto another person or object, hops on one foot at least one time without falling.	___			
	___	255. Jumps one time with both feet off the floor without help.	___			
	___	256. Walks smoothly, without waddling.	___			
	___	257. Sits in a small chair when told to "Sit here."			___	
	___	258. Puts objects inside one another from smallest to largest.	___			
	___	259. Runs easily without falling.	___			
	___	260. Stacks six blocks after seeing someone else do the same thing.	___			
	___	261. Points to the following parts of the body when asked: hair, tongue, teeth, hands.			___	
	___	262. Marks on paper and does not often go off of page.	___			
	___	263. Stands on tiptoes for at least 1 second.	___			
	___	264. When asked, tells nickname or first name.			___	
	___	265. Takes three steps backwards.	___			
	___	266. Uses 275–300 different and familiar words.			___	
	___	267. Uses two- to three-word phrases and some simple sentences.			___	
	___	268. Stands up straight with heels touching.	___			
	___	269. Obeys simple directions (example: "Put the doll down").			___	
	___	270. Is shy around strangers.				
	___	271. Hits or kicks when angry.	___			
	___	272. Becomes jealous when affection is shown to other children.				
	___	273. Understands the difference between "one" and "all."			___	
		Total for page 9	___		___	

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No		Motor	Social	Language	Cognition
___	274. Asks simple questions using two to three words.			___	
___	275. Tries to say a nursery rhyme or sing a simple song with an adult.			___	
___	276. While holding rail, walks downstairs by him- or herself.	___			
___	277. Follows two directions in the correct order such as "Get your coat and come here."			___	
___	278. Goes into a new situation and explores willingly.				
___	279. Climbs on low playground equipment.	___			
___	280. Acts appropriately when other people are happy, sad, afraid, or angry.				
___	281. Places an object in or under something when asked.			___	
___	282. Plays with other children besides sisters and brothers.				
___	283. Briefly sits and listens to a story that uses pictures.			___	
___	284. Throws a ball and watches where it goes.	___			
___	285. May have temper tantrums, throw things, or try to hit other people.				
___	286. Frequently says "no" but will finally cooperate.			___	
___	287. Answers simple questions.			___	
___	288. Plays beside another child but not necessarily with him or her.				
___	289. Opens doors.	___			
___	290. Names the following parts of the body: hair, hands, ears, head, legs, arms.			___	
___	291. Looks at books with pictures by him- or herself.				
___	292. Runs well without falling.	___			
___	293. Expresses his or her own needs by talking in short sentences.			___	
___	294. Insists on doing things independently.				
___	295. Draws a straight line from top to bottom.	___			
___	296. Uses one hand to open and close scissors.	___			
___	297. Usually uses plurals and past tense correctly when speaking.			___	
___	298. Uses some verb endings ("-s" for plurals, "-ed" for past, "-ing" for present).			___	
___	299. Tells if self is a boy or a girl.			___	
	300. Bends at the waist to pick up something off the floor (does not squat).	___			
	301. Matches to the colors red, blue, green, and yellow.			___	
	302. Pulls down his or her pants to use the bathroom.	___			
	303. Draws a line from side to side when shown.	___			
	304. Understands the meaning of "two."			___	
	305. Does not like change; likes rules and rituals.				
	306. Almost always asks to go to the potty for a bowel movement.			___	
	307. Uses fingers to show how old he or she is.			___	
	308. Tries to use scissors to cut paper.	___			
	309. Repeats sentences or ideas he or she has heard adults say before.			___	
	Total for page 10	___		___	

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No		Motor	Social	Language	Cognition
___	310. Uses the word "please" when asking for something.			___	
___	311. Works a six- to eight-piece puzzle.	___			
___	312. Tries to stand on one foot without help.	___			
___	313. Sorts objects that are not alike, such as silverware and toys.			___	
___	314. Uses "thank you" when given something.			___	
___	315. Uses four words to make a sentence.			___	
___	316. Walks up stairs with one foot on each step while holding a rail or hand.	___			
___	317. Dresses with some help or supervision.	___			
___	318. Blows nose with help (makes snorting sound).				
___	319. Attempts to hold a pencil or crayon in the correct writing position.	___			
___	320. Sometimes asks to go to the bathroom when he or she needs to.			___	
___	321. Builds a block house using at least five blocks.	___			
___	322. Throws a tennis ball at least 6½ feet.	___			
___	323. Catches a large ball bounced to him or her with his or her arms and chest.	___			
___	324. Tells what to do when he or she is cold, tired, or hungry.			___	
___	325. Tells how old he or she is when asked.			___	
___	326. Tells about pictures he or she draws or paints.			___	
___	327. Makes pancakes out of clay or play dough.	___			
___	328. Points to the following parts of the body: fingers, thumb, toes, neck.			___	
___	329. Almost always asks to go to the potty when wet.			___	
___	330. Correctly uses pedals on a tricycle.	___			
___	331. Follows two-part instructions such as "Go to the bathroom and wash your hands."			___	
___	332. Speaks in complete short sentences (may have some errors).			___	
___	333. Can go to the bathroom to urinate without help.	___			
___	334. Points to the colors red, blue, green, and yellow when asked.			___	
___	335. Walks down stairs putting one foot on each step while holding another person's hand.	___			
___	336. Takes turns with toys.				
___	337. Understands and can identify which of two objects is longer.			___	
___	338. Asks questions using words such as "who," "what," "where."			___	
___	339. Recognizes common signs and what they stand for in the environment (examples: McDonalds, Gulf, Stop).			___	
___	340. Jumps forward on both feet at least three times.	___			
___	341. Needs little supervision to play with other children.				
___	342. Repeats from memory a few simple nursery rhymes, prayers, or songs.			___	
___	343. Says the names of people he or she sees only once in a while.			___	
___	344. Shares toys with other children when asked by an adult.				
	Total for page 11	___		___	

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No		Motor	Social	Language	Cognition
___	345. Moves individual body parts to music (examples: tapping foot, clapping hands, hand-motion songs).	____			
___	346. Correctly says "in," "on," or "under" in a phrase of two or three words.			____	
___	347. Tells which of two items is bigger or smaller.			____	
___	348. Names the following body parts: fingers, thumbs, toes, neck, stomach.			____	
___	349. Counts two to three objects (saying the number as he or she touches the object).			____	
___	350. Draws a circle and a cross (O, +).	____			
___	351. Knows what a telephone is used for.				
___	352. Hops on one foot more than once.	____			
___	353. Correctly gives first and last name when asked.			____	
___	354. Uses pronouns correctly (I, he, she, him, your).			____	
___	355. Tells another person when he or she is happy, sad, afraid, or angry.			____	
___	356. Names the correct color when shown items of that color (red, blue, green, and yellow).			____	
___	357. Rides a tricycle or big wheel around corners.	____			
___	358. Uses time words such as morning, afternoon, and nighttime.			____	
___	359. Matches or points to the colors orange, purple, brown, black.			____	
___	360. Exactly repeats a short four-word sentence.			____	
___	361. Almost always is understood by people other than parent.			____	
___	362. Cuts a sheet of paper in two with scissors.	____			
___	363. Uses approximately 1,000 words.			____	
___	364. Points to the following body parts: stomach, chest, back, knee, chin, fingernails.			____	
___	365. Understands what more/less, next to, front/back mean.			____	
___	366. Walks on tiptoes at least three steps.	____			
___	367. Uses complete sentences that are usually correct.			____	
___	368. Talks on the telephone to a familiar person.			____	
___	369. Counts by rote from one to ten.			____	
___	370. Traces a line going up and down.	____			
___	371. Puts together a small, simple tray puzzle.	____			
___	372. Tells one thing he or she did yesterday.			____	
___	373. Walks down stairs without help, putting one foot on each step while holding rail.	____			
___	374. Gives three items when asked (example: "Give me the ball, shoe, and cup").			____	
___	375. Shares toys while playing with other children without being asked.				
___	376. Names the following parts of the body: chest, back, knees, chin.			____	
___	377. Gallops.	____			
___	378. Takes two steps toward a large ball and kicks it.	____			
	Total for page 12	____		____	

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No		Motor	Social	Language	Cognition
___	379. Correctly holds pencils or crayons to write or draw.	___			
___	380. Knows what money is used for.				
___	381. When looking at pictures of objects, can point to all items that are in a group (example: "Show me all the animals, food, toys, clothes.").			___	
___	382. Climbs on high playground equipment.	___			
___	383. Catches a large ball with both hands when bounced to him or her.	___			
___	384. Consistently uses the left or right hand to write, eat, throw an object, or reach for something.	___			
___	385. Listens to a story for at least 5 minutes.			___	
___	386. Will pretend in play, using clothing, objects, or toys.				
___	387. Knows that electrical outlets and light sockets are dangerous.				
___	388. Waits for his or her turn while playing games, when reminded.				
___	389. Does not cry or get upset when he or she is left in a strange place.				
___	390. Names a familiar person when told what that person looks like.			___	
___	391. Traces at least two simple shapes such as a circle and a square.	___			
___	392. Copies the following shapes after seeing them drawn by another person: rectangle, triangle.	___			
___	393. Accurately uses the verbs "is" and "are" in sentences or questions.			___	
___	394. Makes simple figures from clay or play dough.	___			
___	395. Is often fearful in new situations.				
___	396. Draws or paints crude but recognizable figures.	___			
___	397. Draws a person with two to three recognizable body parts.	___		___	
___	398. Using scissors, cuts out a picture, trying to follow the lines.	___			
___	399. Tells how old he or she will be on his or her next birthday.			___	
___	400. Dresses without assistance.	___			
___	401. Asks questions using "how," "why," "do," "does," "can," and "will."			___	
___	402. Points to his or her name written on paper.				
___	403. Understands words such as "above," "over," "beside" (example: "Put the ball beside the table.").			___	
___	404. Talks so anyone outside the family can understand him or her.			___	
___	405. Has friends over to play and plays at other friends' houses.				
___	406. Builds with toy construction sets.	___			
___	407. Names the following parts of the body: heels, fingernails, elbows, ankles.			___	
___	408. Plays a simple board game.				
___	409. Understands words "below" and "behind" (example: "Put the bicycle behind the house.").			___	
___	410. Cooperates while playing with others.				
___	411. Copies the following shapes: squares, triangles.	___			
	Total for page 13	___		___	

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No		Motor	Social	Language	Cognition
___	412. Has several friends.				
___	413. Counts five to ten objects.			___	
___	414. Tells what the weather is like.			___	
___	415. Can put a paper clip on a sheet of paper.	___			
___	416. Takes turns in a conversation with others.			___	
___	417. Names the letters of the alphabet in order.			___	
___	418. Cuts out simple shapes with scissors such as a circle, square, or triangle.	___			
___	419. Writes a few letters of the alphabet by him- or herself.	___			
___	420. Properly uses the pronouns his, their, we, us, her.			___	
___	421. Uses "excuse me" when interrupting other people.			___	
___	422. Names 10 printed letters.			___	
___	423. Writes several letters of his or her own first name that an adult can recognize.	___			
___	424. Identifies several letters in his or her own name.				
___	425. Draws more than one object that an adult can recognize.	___			
___	426. Tells one thing he or she did the day before yesterday.			___	
___	427. Folds paper in half and creases it.	___			
___	428. Recognizes and reads at least three common signs (Stop, McDonalds) when they are drawn on paper.			___	
___	429. Rides a small two-wheel bike with assistance (training wheels or an adult).	___			
___	430. Skips.	___			
___	431. Starts a conversation upon meeting friends.			___	
___	432. Follows a three-part instruction.			___	
___	433. Uses words such as "because," "but," "if" in talking.			___	
___	434. Tells what would be found in a forest (trees, animals, woods, pine trees, woodland, a place with trees and birds and animals, etc.).			___	
___	435. Uses an eraser to remove pencil marks.	___			
___	436. Shares toys without being reminded.				
___	437. Tells one thing he or she does in the afternoon.			___	
___	438. Names items in simple categories such as animals, clothes, food.			___	
___	439. Retells a favorite story, fairy tale, joke, or television show.			___	
___	440. Draws a person with five to six body parts that an adult can recognize.	___			
___	441. Tells the month and day of his or her birthday.			___	
___	442. Identifies all the letters found in his or her own name.			___	
___	443. Traces all letters of the alphabet.	___			
___	444. Tells which number comes after a specified number (example: 9 comes after 8).			___	
___	445. Indicates which hand is right or left.			___	
___	446. Knows how to correctly answer the phone.			___	
___	447. Makes clay or play dough objects that others recognize.	___			
	Total for page 14	___		___	

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No		Motor	Social	Language	Cognition
___	448. Catches a tennis ball with both hands when bounced to him or her.	____			
___	449. Names at least one favorite television program and knows when it is shown.			____	
___	450. Names the following body parts: jaw, shoulders, hips, wrists.			____	
___	451. Uses a key to open a lock.	____			
___	452. Waits his or her turn while playing games without being reminded.				
___	453. Walks up and down stairs while carrying an object in each hand.	____			
___	454. Correctly holds a pencil and can write with control.	____			
___	455. Identifies a penny, nickel, dime, and quarter.			____	
___	456. Knows how many pieces there are after an apple is cut in half.				
___	457. Tells his or her phone number when asked.			____	
___	458. Draws a person with at least seven body parts that an adult can recognize.	____			
___	459. Says the days of the week in the correct order.			____	
___	460. Points to all printed letters of the alphabet as they are named.			____	
___	461. Rides a small bike without help.	____			
___	462. Explains/knows how a crayon and pencil are the same and different.			____	
___	463. Can say when another person uses incorrect words or sentences (example: "Me go to the store.").			____	
___	464. Uses verbs and plurals such as "threw," "sheep," "men," "brought."			____	
___	465. Uses the telephone to call someone.			____	
___	466. Sharpens a pencil.	____			
___	467. Names opposite when told "A lemon is sour, sugar is __________ (sweet).			____	
___	468. Answers the phone, remembers a simple message, and delivers it to the correct person.			____	
___	469. Tells one thing he or she did last week.			____	
___	470. Cuts out detailed pictures and cuts materials other than paper, such as cardboard or cloth.	____			
___	471. Tells the meaning of at least six common words such as ball, lake, desk, house, banana, cow.			____	
___	472. Draws a person with at least eight body parts that an adult can recognize.	____			
___	473. Writes his or her first and last name.	____		____	
___	474. Reads five or more words without pictures.			____	
___	475. Jumps rope more than once without stopping.	____			
	Total for page 15	____		____	

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	Motor	Social	Language	Cognition
Summary Page 2	______	▨	______	▨
Summary Page 3	______	▨	______	▨
Summary Page 4	______	▨	______	▨
Summary Page 5	______	▨	______	▨
Summary Page 6	______	▨	______	▨
Summary Page 7	______	▨	______	▨
Summary Page 8	______	▨	______	▨
Summary Page 9	______	▨	______	▨
Summary Page 10	______	▨	______	▨
Summary Page 11	______	▨	______	▨
Summary Page 12	______	▨	______	▨
Summary Page 13	______	▨	______	▨
Summary Page 14	______	▨	______	▨
Summary Page 15	______	▨	______	▨

▨	▨	▨	▨	=	▨	______
Motor	Social	Language	Cognition			

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Instructions for Using the DOCS

The DOCS is a 475-item parent-completed checklist which parents will complete about once a month during the study. You are to help the parent get started and have the parent complete the checklist while you are there. You do not want to ask the parent to go through all 475 items on the checklist, but instead to read and answer only those items necessary for assessing a child's developmental status.

Determine ahead of time which item probably is the starting point for establishing a basal. The basal is the highest point at which the parent can mark Yes to 5 items in a row without scoring a No. The starting point you select should be based on your knowledge of the child's abilities gained from observations and parent descriptions during your earlier visits. Begin by using the list on page 2 of the DOCS to identify the item that corresponds to the child's age. This item should serve as a guideline only. Depending on a child's developmental level, the actual starting point may be before the one listed for the child's age. To determine a probable starting point, go to the page that includes the item corresponding to the child's age and work backward until you identify things you know the child is able to do based on your observations and parent descriptions. Be sure to do this before your visit with the family.

To get the parent started, fold the booklet back to the page that includes the item you have identified prior to the visit as a starting point. Show the parent the first item to answer. Go over the first several items with the parent and make sure there are 5 items in a row to which the parent can mark Yes. If not, count back five items from the first starting point and begin the process again. It is OK if there are many more than five items in a row marked yes.

Once you have established that there are five items in a row marked Yes, have the parent continue marking the checklist, and provide explanations the parent needs for any items. It is OK

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for the other parent to help complete this checklist. Have the parent stop when he/she marks No to five items in a row. You do not need to calculate child age or the scores for each domain. That will be done at the Puckett Institute.

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APPENDIX J

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We are looking for Latino families who have children ages 8 months to 24 months:

- Who are interested in learning English by doing activities with their child

And

- Who currently speak Spanish in the home

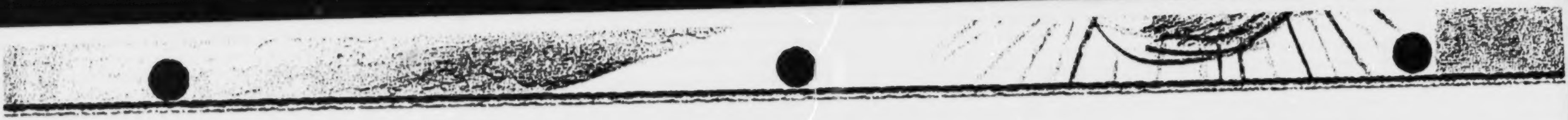
* A parent stipend is available with participation

Early Intervention for Latino Families

A Research Study by:

University of Connecticut Health Center
Division of Child and Family Studies
Farmington, CT

Orelena Hawks Puckett Institute
Morganton, NC



The Division of Child and Family Studies has received a Grant from the United States Department of Education **to study a service delivery model for infants, toddlers and their families.**

We would like your help as we begin this exciting project.

Principal Investigator
Mary Beth Bruder, Ph.D.
Co-Principal Investigator
Carl Dunst, Ph.D.

We are interested in learning about how children learn language. If you have a child ages 6 months to 24 months and would let us come visit in your home to:

- *Learn about your routines and daily activities*
- *Identify behaviors you want your child to learn*
- *Watch how your child uses language (English and Spanish) within home and community activities*

How do I Get Involved?

If you are interested in participating, or would like more information, please call:

Gabriela Freyre-Calish
Coordinator

(860) 679-1563

Blanca Jaramillo
(860) 679-1526

Division of Child & Family
Studies University of
Connecticut Health Center
270 Farmington Avenue
MC 6222
Farmington, CT 06030

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Intervención Temprana para Familias de Descendencia Latina

Un Estudio de Investigación por:

El Centro de Salud de la Universidad de Connecticut, División de Estudios De Niños y Familias
Farmington, CT

El Instituto Orelena Hawks Puckett
Morganton, NC

Estamos buscando familias
Latinas que tengan niños
entre los 8 meses y
los 24 meses:

- Que estén interesadas en aprender Inglés mientras hacen actividades con su niño

y

- Que actualmente hablen Español dentro de su hogar

- Habrá un estipendio para las familias que participen

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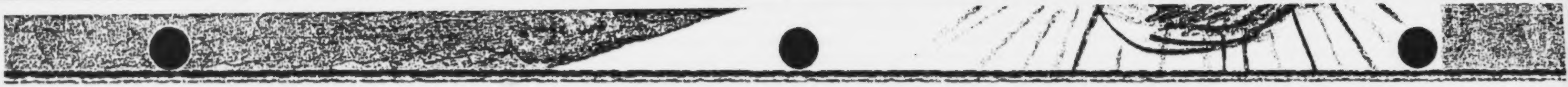

La División de Estudios de Niños y Familias ha recibido un subsidio del Departamento de Educación de los Estados Unidos **para estudiar un modelo de provisión de servicios para infantes y niños pequeños.**

Nosotros quisiéramos su ayuda al empezar este emocionante proyecto.

Investigadora Principal
Mary Beth Bruder, Ph.D.
Investigador Co-Principal
Carl Dunst, Ph.D.

Nosotros estamos interesados en aprender cómo los niños aprenden un lenguaje. Si usted tiene un niño entre los 8 meses y los 24 meses y nos dejaría visitarla en su hogar para que:

- Aprendamos acerca de sus rutinas y actividades diarias
- Identifiquemos comportamientos que usted quiere que su niño aprenda
- Observemos cómo su niño usa el lenguaje (Inglés o Español) en actividades en el hogar o en la comunidad.

¿Cómo puede ayudar?

Si usted esta interesado en participar o quisiera más información, por favor llame a:

Gabriela Freyre-Calish
Coordinadora

(860) 679-1563

Blanca Jaramillo
(860) 679-1526

Division of Child & Family
Studies University of
Connecticut Health Center
263 Farmington Avenue
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Farmington, CT 06030

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APPENDIX K

Table 1

Background Characteristics of Latino Sample for Phase I

Family	Number	%	Family/Child	Number	%
Mother's Age (Years)			Marital Status		
17 – 20	0	0.0	Married/Living with Partner	21	80.8
21 – 25	4	15.4	Not Married	5	19.2
26 – 30	11	42.3			
31 – 35	4	15.4	Years in the U.S.		
36 – 40	4	15.4	1 – 5	15	57.7
41 – 45	3	11.4	6 – 10	6	23.0
			11 - 15	5	19.1
Mother's Education (Yrs of School)			25 +	0	0.0
1 – 5	6	23.1			
6 – 10	10	38.4	Child Age (Months)		
11 – 15	10	38.4	1 - 10	4	15.4
16	0	0.0	11 - 20	5	19.2
			21 – 30	12	45.9
Mother's Work Status			31 - 40	2	7.6
Working	5	19.2	41 +	3	11.4
Not Working	21	80.8	Number of Children		
			One	8	30.8
Partner's Age (Years)			Two	12	46.2
20 – 25	3	15.8	Three	6	23.1
26 – 30	6	31.6	Four	0	0.0
31 – 35	4	21.1	Five	0	0.0
36 – 40	2	10.6			
41 - 45	1	5.3			
46 +	3	15.8			
Partner's Education (Yrs of School)					
0 –5	5	27.8			
6 – 10	8	44.4			
11 – 15	4	22.3			
16 - 20	1	5.6			
Partner's Work Status					
Working	16	80.0			
Not Working	4	20.0			

Table 2.

Activity Setting Rating Scale. Phase I

	Week 3	Week 39
Child Interest	2.15	4.26
Child Persistence	1.54	4.00
Learning Opportunities	1.39	4.00
English Words Used by the Child	1.57	1.79
Number of Two or More Word Phrases	.14	1.26
Competence	1.59	3.00
Frequency	1.61	4.05
Range	1.34	4.00
Psychological Cost	4.86	5.00
Quality of Life	4.70	5.00

Table 3

Activity Setting Observation Scale. Phase I

	Week 3	Week 39
Child Interest	3.03	3.50
Child Persistence	1.92	3.50
Learning Opportunities	2.25	4.00
Competence	1.85	3.50
Frequency	1.63	3.50
Range	1.68	3.50
Psychological Cost	2.37	4.00
Quality of Life	3.05	4.00

Table 4

Personal Cultural Beliefs Questionnaire. Phase I

Child Behavior	**Mean**
Ambitious/Competitive	17.42
Belief in God/Belief in a Greater Spirit	5.54
Confident/Self-assured	7.46
Connected with family/Obligated to family	10.54
Creative/Inventive	16.08
Good Manners/Polite	9.81
Happy/Even-tempered	9.81
Hard working/Does the best possible	7.85
Has lots of friends/Popular with others	15.23
Helpful/Cooperative	12.46
Honest/Truthful	10.31
In harmony with nature/Spiritual wellness	13.35
Is giving/Shares with others	9.65
Kind/Considerate of others	10.12
Knows right from wrong/Obeys rules	8.35
Modest/Shows humility	11.00
Respects for elders and adults	7.69
Responsible/Loyal to others	8.08
Self Control/Patient	9.04
Smart/Successful in school and work	10.23
Parent Beliefs About Child Learning	
Asking for or seeking help from others	8.38
Being Criticized or punished	14.31
Being told what to do or how to act	7.58
Believing in a greater being or god	6.38
By thinking about things	8.31
Controlling one's own actions	9.96
Doing things over and over	6.92
Figuring things out on own	7.96
Following directions	6.65
Getting older and more mature	9.65
Having lots of successes	9.77
Listening to others tell stories or share experiences	7.27
Playing	8.73
Providing child interesting toys and materials	5.85
Repeating what other children do	11.04
Watching what other people do	7.23

Table 4 Cont.

Personal Cultural Beliefs Questionnaire. Phase I Cont.

Parent Beliefs About Parenting Role	
Answering the child's questions	7.08
Criticizing child/Punishing behavior	14.42
Doing things in child's presence	8.58
Getting another child to show how	13.58
Getting the child "to look" at own actions	10.69
Giving assistance or help	4.54
Having child figure things out on their own	10.81
Having child make choices or decisions	12.50
Praising child/Rewarding behavior	7.88
Providing choices to do things over and over	6.92
Providing child interesting toys and materials	8.12
Providing lots of fun activities to do	7.04
Setting limits and rules for a child to follow	7.96
Showing child how to do something	6.58
Showing or asking child to do something in a different way	9.23
Telling child what to do	8.19
Telling stories having lesson or moral	8.88

APPENDIX L

Table 1

Background Characteristics of Latino Sample for Phase II

Family	Number	%	Family/Child	Number	%
Mother's Age (Years)			Marital Status		
17 – 20	3	12.6	Married/Living with Partner	3	12.5
21 – 25	9	37.5	Not Married	21	87.5
26 – 30	7	29.3			
31 – 35	4	16.8	Years in the U.S.		
36 – 40	0	0.0	1 – 5	16	66.7
41 – 45	1	4.2	6 – 10	8	33.3
			11 - 15	0	0.0
Mother's Education (Yrs of School)			25 +	0	0.0
1 – 5	4	16.7			
6 – 10	12	50.0	Child Age (Months)		
11 – 15	8	33.4	11 - 20	10	41.7
16			21 – 30	14	58.3
Mother's Work Status					
Working	7	29.2			
Not Working	17	70.8	Number of Children		
			One	11	45.8
Partner's Age (Years)			Two	8	33.3
20 – 25	5	23.8	Three	2	8.3
26 – 30	11	52.4	Four	1	4.2
31 – 35	3	14.3	Five	1	4.2
36 – 40	1	4.8	Six	1	4.2
41 - 45	1	4.8			
46 - 50	0	0.0			
Partner's Education (Yrs of School)					
0 –5	7	33.4			
6 – 10	7	33.4			
11 – 15	7	33.4			
16 - 20	0	0.0			
Partner's Work Status					
Working	21	100.0			
Not Working	0	0.0			

Table 2

Frequency of Responses to Family Evaluation of Intervention Practices Questionnaire for Phase II

Statements	**Valid Percent**
The weekly reminder helps me be sure to do everyday learning activities with my child	100.0
The methods I am learning for teaching my child help me focus on my child's strengths and capabilities	98.2
I find the Responsive Teaching Methods useful for helping my child learn	100.0
The methods I am learning are disruptive of other things I need to get done	09.3
The weekly reminder is more trouble that it is worth to use	11.1
The Responsive Teaching Methods I am using are easy to do as a part of everyday family activities	96.3
Getting my child to learn what I want him/her to so has become easier since I became involved in the study	98.2
The Responsive Teaching Methods I am using get my child to learn lots of new things	100.0
The methods I am learning in this study fit into my family's life style and schedule	96.3
I do not find the Responsive Teaching Methods very useful or effective	18.6
The things I am learning in the study have helped me see new learning possibilities for my child	100.0
The Responsive Teaching Methods help me see the value of everyday learning opportunities	100.0
Being part of the study is making interactions with my child more fun and enjoyable	100.0
The methods I am learning in this study have been useful for giving me new ideas for helping my child learn	100.0
The weekly reminder is something I plan to continue using after the study ends	90.6
The Responsive Teaching Methods are useful for getting my child to do things I think are important for him/her to learn	100.0
The things I am being asked to do to teach my child are not very useful	14.9
The methods I am learning in the study have helped organize my child's learning activities	98.2

Note: Frequency percentages based on responses to somewhat true and very true on a 4 point Likert scale.

Table 3

Activity Setting Parent Rating Scale. Phase II

	Week 5	Week 19
Interest-Based	3.96	4.12
Child Engagement	3.90	4.02
Learning Opportunities	3.58	4.20
Child's English Words	1.02	2.72
Number of 2 or More	.07	.28
Child Competence	2.37	3.39
Frequency	2.38	3.78
Behavior Variations	2.24	3.35
Parent Effort	3.07	2.64
Parenting Confidence	4.31	4.59
Parenting Competence	4.54	4.84

Table 4

Everyday Parenting Scale. Phase II

	Week 4	**Week 20**
At the end of the day I feel satisfied with what I was able to accomplish with my child.	4.71	5.25
I often feel that I don't do the right things as a parent.	1.53	1.25
I easily can get my child to get ready to go to sleep or to go to bed.	4.59	4.25
I'm not as affectionate with my child as I thought I would be.	1.12	.75
Each day I look forward to doing fun things with my child.	4.29	5.00
Trying to get my child to learn new things is upsetting to me and my child.	.35	.25
It's a breeze doing everyday parenting activities like feeding and bathing my child.	5.59	5.00
I'm not as good a parent as I thought I would be.	.71	.50
Getting my child to listen to stories or look at a book with me is easy to do.	5.00	4.75
Being a parent makes me feel nervous and uneasy.	.59	.75
I really enjoy holding and snuggling with my child.	5.76	5.63
Being a parent isn't as rewarding as I thought it would be.	.94	.63
Keeping my child busy playing by herself/himself takes a lot of time and energy.	1.82	1.88
I am really good at figuring out what my child likes to do.	5.82	5.38
Having to take care of my child interferes with me doing things I enjoy.	1.00	.63
I am really good at showing my child how much I love him/her.	5.53	4.63
Some days taking care of my child just seems too much to handle.	.82	.75
I think of myself as a really good parent.	3.94	4.75
Getting my child to settle down when (s)he is upset is hard for me to do.	2.12	1.38
Playing and doing things with my child is a lot of fun.	5.47	5.50
I feel good about how well I get my everyday parenting responsibilities done.	5.24	5.50
I don't enjoy being a parent as much as I thought I would.	1.35	.75
Being a good parent comes naturally to me.	5.18	5.25
People other than myself are better than me at getting my child to listen and behave.	1.24	.88

Table 5

Child Behavior Characteristics Rating Scale. Phase II

	Week 4	Week 20
Social Responsiveness		
Child's Interactions with Adults	4.71	4.33
Social Participation	4.06	4.08
Social Orientation	4.47	4.33
Social Engagement	4.12	4.17
Consolability	7.59	7.92
Motivation	4.12	3.58
Endurance	4.00	3.58
Goal Directedness	3.94	4.08
Activity Level	4.82	4.67
Attention Span	4.59	4.25
Positive Affect		
Smile	3.29	3.42
Laughter	2.47	1.83
Cooing	3.71	3.42
Animated Expression	4.71	4.33
Squealing	1.41	1.50
Negative Affect		
Crying	1.53	1.08
Fussing	1.65	1.25
Withdrawal/Avoidance	1.35	1.08
Listlessness	1.12	1.00
Apprehension/Fear	1.24	1.08

Table 6

Parenting Competence and Confidence Scale. Phase II

	Week 4	Week 20
Competence		
Effort	3.29	3.75
Strategizing	3.06	3.25
Performance	3.29	3.67
Confidence		
Emotional Regulation	3.29	3.83
Management	3.41	3.75
Pride	3.06	3.67

Table 7

Parenting Behavioral Rating Scale. Phase II

	Week 4	**Week 20**
Enjoyment	3.47	3.83
Sensitivity to Child's Interest	3.41	3.58
Responsiveness	3.35	3.75
Achievement Orientation	3.24	3.83
Effectiveness	3.41	3.75
Directiveness	3.24	3.58
Expressiveness	3.29	3.50
Warmth	3.18	3.17
Inventiveness	2.71	3.08
Verbal Praise	2.88	2.75

APPENDIX M

able 1

ackground Characteristics of Latino Sample

amily	Number	%	Family/Child	Number	%
lother's Age (Years)			Marital Status		
17 – 20	3	15.9	Married/Living with Partner	15	78.9
21 – 25	10	63.1	Not Married	4	21.1
26 – 30	2	10.6			
31 – 35	2	10.6	Years in the U.S.		
36 – 40	1	5.3	1 – 5	14	73.7
41 – 45	1	5.3	6 – 10	4	21.1
			11 - 15	0	0.0
lother's Education (Yrs of School)			25 +	1	5.3
1 – 5	6	35.3			
6 – 10	8	47.1	Child Age (Months)		
11 – 15	3	17.7	1 – 10	2	10.5
16	0	0.0	11 - 20	7	36.9
			21 – 30	9	47.4
Mother's Work Status			31 +	1	5.3
Working	6	31.6			
Not Working	13	68.4	Number of Children		
			One		
artner's Age (Years)			Two		
20 – 25	4	28.6	Three		
26 – 30	2	10.6	Four		
31 – 35	3	15.8	Five		
36 – 40	4	21.1			
41 - 45	1	5.3	Birth Order		
46 - 50	0	0.0	First Born	9	47.4
			Second Born	6	31.6
artner's Education (Yrs of School)			Third Born	1	5.3
0 – 5	5	33.3	Fourth Born	2	10.5
6 – 10	5	33.3	Fifth Born	1	5.3
11 – 15	4	26.7			
16 - 20	1	6.7	Child In Program		
			Home Based	4	50.0
artner's Work Status			Center Based	2	25.0
Working	6	31.6	Other	2	25.0
Not Working	13	68.4			

able 2

requency of responses to Family Evaluation of Intervention Practices Questionnaire

tatements	Valid Percent
he weekly reminder helps me be sure to do everyday learning activities with my hild	96.7
he methods I am learning for teaching my child help me focus on my child's trengths and capabilities	100.0
find the Responsive Teaching Methods useful for helping my child learn	96.7
he methods I am learning are disruptive of other things I need to get done	10.0
he weekly reminder is more trouble that it is worth to use	03.4
he Responsive Teaching Methods I am using are easy to do as a part of everyday amily activities	96.6
etting my child to learn what I want him/her to so has become easier since I became nvolved in the study	100.0
he Responsive Teaching Methods I am using get my child to learn lots of new things	100.0
he methods I am learning in this study fit into my family's life style and schedule	100.0
do not find the Responsive Teaching Methods very useful or effective	03.4
he things I am learning in the study have helped me see new learning possibilities or my child	100.0
he Responsive Teaching Methods help me see the value of everyday learning pportunities	100.0
eing part of the study is making interactions with my child more fun and enjoyable	100.0
he methods I am learning in this study have been useful for giving me new ideas for elping my child learn	100.0
he weekly reminder is something I plan to continue using after the study ends	65.5
he Responsive Teaching Methods are useful for getting my child to do things I think re important for him/her to learn	96.7
he things I am being asked to do to teach my child are not very useful	00.0
he methods I am learning in the study have helped organize my child's learning ctivities	96.6

ote: Frequency percentages based on responses to somewhat true and very true on a 4 point Likert scale.

Table 3
Means, Standard Deviations, and Analysis of Variance (ANOVA) Results for Positive Affect at Time 1 and Time 4

	Control (N=8)		Intervention (N=8)		ANOVA F			
	M	SD	M	SD	df	MS	F	p
TIME 1								
POSAFF	1.12	.89	1.02	.63				
Between Groups					1	.16	.30	.60
Within Groups					64	.54		
Time 4								
POSAFF	1.18	.63	1.05	.63				
Between Groups					1	.23	.58	.45
Within Groups					64	.40		

Table 4
Means, Standard Deviations, and Analysis of Variance (ANOVA) Results for Negative Affect at Time 1 and Time 4

	Control (N=8)		Intervention (N=8)		ANOVA F			
	M	SD	M	SD	df	MS	F	p
TIME 1								
NEGAFF	.23	.36	.01	.04				
Between Groups					1	.78	15.65	.00
Within Groups					64	.05		
Time 4								
NEGAFF	.09	.16	.14	.30				
Between Groups					1	.03	.42	.52
Within Groups					64	.07		

Table 5
Means, Standard Deviations, and Analysis of Variance (ANOVA) Results for Child Engagement at Time 1 and Time 4

	Control		Intervention		ANOVA *F*			
	(N=8)		(N=8)					
	M	*SD*	*M*	*SD*	*df*	*MS*	*F*	*p*
TIME 1								
ENCOUR	1.96	.94	2.43	.72				
Between Groups					1	3.38	5.19	.03
Within Groups					64	.65		
Time 4								
ENCOUR	2.13	.68	2.26	.69				
Between Groups					1	.22	.47	.50
Within Groups					64	.50		

Table 6
Means, Standard Deviations, and Analysis of Variance (ANOVA) Results for Parent Responsiveness at Time 1 and Time 4

	Control		Intervention		ANOVA *F*			
	(N=8)		(N=8)					
	M	*SD*	*M*	*SD*	*df*	*MS*	*F*	*p*
TIME 1								
PRESPONS	2.00	1.13	2.33	.95				
Between Groups					1	1.59	1.54	.22
Within Groups					64	1.03		
Time 4								
PRESPONS	2.44	1.07	2.50	.73				
Between Groups					1	.05	.07	.79
Within Groups					64	.74		

Table 7

Means, Standard Deviations, and Analysis of Variance (ANOVA) Results for Parent Elaborations at Time 1 and Time 4

	Control (N=8)		Intervention (N=8)		ANOVA F			
	M	SD	M	SD	df	MS	F	p
TIME 1								
PELABOR	.40	.44	.39	.39				
Between Groups					1	.00	.001	.98
Within Groups					64	.17		
Time 4								
PELABOR	.09	.24	.45	.65				
Between Groups					1	1.70	5.58	.02
Within Groups					64	.31		

Table 8

Means, Standard Deviations, and Analysis of Variance (ANOVA) Results for Parent Directiveness at Time 1 and Time 4

	Control (N=8)		Intervention (N=8)		ANOVA F			
	M	SD	M	SD	df	MS	F	p
TIME 1								
PDIRECT	1.50	.83	1.43	.68				
Between Groups					1	.09	.15	.70
Within Groups					64	.55		
Time 4								
PDIRECT	1.11	.65	1.24	.63				
Between Groups					1	.21	.52	.48
Within Groups					64	.41		

Table 9

Means, Standard Deviations, and Analysis of Variance (ANOVA) Results for Parents' Positive Affect at Time 1 and Time 4

	Control (N=8)		Intervention (N=8)		ANOVA F			
	M	SD	M	SD	df	MS	F	p
TIME 1								
PPOSAFF	1.36	.91	1.45	.73				
Between Groups					1	.11	.17	.68
Within Groups					64	.64		
Time 4								
PPOSAFF	1.45	.69	1.13	.64				
Between Groups					1	1.35	3.16	.08
Within Groups					64	.43		

Table 10

Means, Standard Deviations, and Analysis of Variance (ANOVA) Results for Parent Appropriateness at Time 1 and Time 4

	Control (N=8)		Intervention (N=8)		ANOVA F			
	M	SD	M	SD	df	MS	F	p
TIME 1								
PAPPROP	1.95	1.19	2.42	.90				
Between Groups					1	3.39	3.32	.07
Within Groups					64	1.02		
Time 4								
PAPPROP	2.69	.77	2.65	.62				
Between Groups					1	.023	.05	.82
Within Groups					64	.451		

Table 11

Means, Standard Deviations, and Analysis of Variance (ANOVA) Results for Parents Effectiveness at Time 1 and Time 4

	Control (N=8)		Intervention (N=8)		ANOVA F			
	M	SD	M	SD	df	MS	F	p
TIME 1								
PEFFECT	1.83	1.06	2.46	.93				
Between Groups					1	6.12	6.39	.01
Within Groups					64	.96		
Time 4								
PEFFECT	2.62	.77	2.63	.63				
Between Groups					1	.00	.00	.95
Within Groups					64	.46		

Table 12

Intercorrelations for the Activity Setting Parent Rating Scale

Measure	1.	2.	3.	4.	5.	6.	7.	8.	9.
1. Child Interest	1.00	.65	.32	.34	.62	.35	-.19	.15	.134
		.000	.000	.000	.000	.000	.000	.003	.009
2. Learning Opportunities		1.00	.302	.344	.518	.360	-.159	.199	.207
			.000	.000	.000	.000	.002	.000	.000
3. Child Behavior Competence Rating			1.00	.863	.312	.907	-.769	.289	.250
				.000	.000	.000	.000	.000	.000
4. Frequency Rating				1.00	.297	.890	-.558	.287	.197
					.000	.000	.000	.000	.000
5. Child Engagement					1.00	.275	-.166	.412	.236
						.000	.001	.000	.000
6. Child Behavior Variation Rating						1.00	-.673	.255	.159
							.000	.000	.000
7. Parent Effort Rating							1.00	-.027	-.006
								.600	.904
8. Parent Confidence Rating								1.00	.521
									.000
9. Parent Competence Rating									1.00

Table 13

Means, Standard Deviations, and Analysis of Variance (ANOVA) Results for DOCS Overall Score at Time 1 and Time 4

	Control (N=8)		Intervention (N=8)		ANOVA F			
	M	SD	M	SD	df	MS	F	p
TIME 1								
Overall Developmental Quotient S.S.	92.89	9.52	96.90	7.85				
Between Groups					1	76.211	1.012	.328
Within Groups					17	75.282		
Time 4								
Overall Developmental Quotient S.S.	89.25	15.21	95.00	4.0				
Between Groups					1	113.36	.800	.389
Within Groups					12	141.63		

Table 14

Means, Standard Deviations, and Analysis of Variance (ANOVA) Results for DOCS Overall Developmental Age Equivalent at Time 1 and Time 4

	Control (N=8)		Intervention (N=8)		ANOVA F			
	M	SD	M	SD	df	MS	F	p
TIME 1								
Overall Dev. Age Equivalent	17.89	4.11	18.70	7.12				
Between Groups					1	3.12	.090	.77
Within Groups					17	34.76		
Time 4								
Overall Dev. Age Equivalent	20.75	3.77	22.83	7.06				
Between Groups					1	14.88	51.3	.49
Within Groups					12	29.03		

Table 15

Means, Standard Deviations, and Analysis of Variance (ANOVA) Results for Developmental Cognition Quotient Standard Score at Time 1 and Time 4

	Control (N=8)		Intervention (N=8)		ANOVA F			
	M	SD	M	SD	df	MS	F	p
TIME 1								
Dev. Cognition Quotient S.S.	91.44	10.50	96.6	7.03				
Between Groups					1	125.90	1.61	.221
Within Groups					17	78.04		
Time 4								
Dev. Cognition Quotient S.S.	87.50	15.96	94.17	3.97				
Between Groups					1	152.38	.98	.34
Within Groups					12	155.07		

Table 16

Means, Standard Deviations, and Analysis of Variance (ANOVA) Results for Developmental Cognition Quotient Age Equivalent at Time 1 and Time 4

	Control (N=8)		Intervention (N=8)		ANOVA F			
	M	SD	M	SD	df	MS	F	p
TIME 1								
Developmental Cognition Quotient Age Equivelent	17.67	4.00	18.10	7.17				
Between Groups					1	.89	.026	0874
Within Groups					17	34.52		
Time 4								
Developmental Cognition Quotient Age Equivelent	20.38	3.462	22.17	6.59				
Between Groups					1	11.01	.44	.52
Within Groups					12	25.06		

Table 17

Means, Standard Deviations, and Analysis of Variance (ANOVA) Results for Developmental Language Quotient Standard Score at Time 1 and Time 4

	Control (N=8)		Intervention (N=8)		ANOVA F			
	M	SD	M	SD	df	MS	F	p
TIME 1								
Dev. Language Quotient S.S.	95.56	9.70	96.70	7.00				
Between Groups					7	81.36	1.16	.30
Within Groups					17	70.25		
Time 4								
Dev. Language Quotient S.S.	89.00	15.34	95.0	4.05				
Between Groups					1	123.43	.86	.37
Within Groups					12	144.17		

Table 18

Means, Standard Deviations, and Analysis of Variance (ANOVA) Results for Developmental Language Quotient Age Equivalent at Time 1 and Time 4

	Control (N=8)		Intervention (N=8)		ANOVA F			
	M	SD	M	SD	df	MS	F	p
TIME 1								
Dev. Language Quotient A.E.	17.89	4.29	18.40	7.17				
Between Groups					1	1.24	.035	.86
Within Groups					17	35.84		
Time 4								
Dev. Language Quotient A.E.	21.00	3.51	23.00	6.54				
Between Groups					1	13.714	.55	.47
Within Groups					12	25.00		

Table 19

Means, Standard Deviations, and Analysis of Variance (ANOVA) Results for Developmental Social Quotient Standard Score at Time 1 and Time 4

	Control		Intervention		ANOVA F			
	(N=8)		(N=8)					
	M	SD	M	SD	df	MS	F	p
TIME 1								
Dev. Social Quotient S.S.	92.67	9.75	97.4	7.58				
Between Groups					7	106.13	1.41	.25
Within Groups					17	75.08		
Time 4								
Dev. Social Quotient S.S.	21.25	4.03	23.33	7.23				
Between Groups					1	125.15	.73	.41
Within Groups					12	172.93		

Table 20

Means, Standard Deviations, and Analysis of Variance (ANOVA) Results for Developmental Social Quotient Age Equivalent at Time 1 and Time 4

	Control		Intervention		ANOVA F			
	(N=8)		(N=8)					
	M	SD	M	SD	df	MS	F	p
TIME 1								
Dev. Social Quotient A.E.	18.22	4.38	18.70	7.03				
Between Groups					1	1.08	.03	.86
Within Groups					17	35.16		
Time 4								
Dev. Social Quotient A.E.	21.25	4.03	23.33	7.23				
Between Groups					1	14.88	.48	.50
Within Groups					12	31.24		

Table 21

Means, Standard Deviations, and Analysis of Variance (ANOVA) Results for Developmental Motor Quotient Standard Score at Time 1 and Time 4

	Control		Intervention		ANOVA F			
	(N=8)		(N=8)					
	M	SD	M	SD	df	MS	F	p
TIME 1								
Dev. Motor Quotient S.S.	94.33	9.99	99.30	7.75				
Between Groups					7	116.85	1.48	.24
Within Groups					17	78.71		
Time 4								
Dev. Motor Quotient S.S.	90.50	16.24	97.00	4.90				
Between Groups					1	144.86	.88	.37
Within Groups					12	163.83		

Table 22

Means, Standard Deviations, and Analysis of Variance (ANOVA) Results for Developmental Motor Quotient Age Equivalent at Time 1 and Time 4

	Control		Intervention		ANOVA F			
	(N=8)		(N=8)					
	M	SD	M	SD	df	MS	F	p
TIME 1								
Dev. Motor Quotient A.E.	18.44	4.21	19.30	7.75				
Between Groups					1	3.47	.09	.77
Within Groups					17	40.14		
Time 4								
Dev. Motor Quotient A.E.	21.13	3.83	23.83	8.50				
Between Groups					1	25.15	.65	.44
Within Groups					12	38.64		

Table 23

Means, Standard Deviations, and Analysis of Variance (ANOVA) Results for Number of Novel English Words Not Previously Recorded at Time 1 and Time 4

	Control (N=8)		Intervention (N=8)		ANOVA F			
	M	SD	M	SD	df	MS	F	p
TIME 1								
NOVNEWEN	3.00	4.84	5.12	5.69				
Between Groups					1	18.06	.65	.43
Within Groups					14	27.92		
Time 4								
NOVNEWEN	3.38	4.78	9.25	8.10				
Between Groups					1	138.06	3.12	.09
Within Groups					14	44.24		

Table 24

Means, Standard Deviations, and Analysis of Variance (ANOVA) Results for Number of One-Word English Utterances Used by the Child During the Session at Time 1 and Time 4

	Control (N=8)		Intervention (N=8)		ANOVA F			
	M	SD	M	SD	df	MS	F	p
TIME 1								
ENGUTTER	1.13	2.80	3.25	4.17				
Between Groups					1	18.06	1.43	.25
Within Groups					14	12.60		
Time 4								
ENGUTTER	2.38	3.34	8.88	8.15				
Between Groups					1	169.00	4.36	.05
Within Groups					14	38.77		

Table 25

Means, Standard Deviations, and Analysis of Variance (ANOVA) Results for Total Number of English Words at Time 1 and Time 4

	Control		Intervention		ANOVA F			
	(N=8)		(N=8)					
	M	SD	M	SD	df	MS	F	p
TIME 1								
WORDLSCD	4.25	9.30	9.63	13.62				
Between Groups					1	115.56	.85	.37
Within Groups					14	135.96		
Time 4								
WORDLSCD	10.5	17.15	24.25	21.40				
Between Groups					1	756.25	2.01	.18
Within Groups					14	376.10		

Table 26

Means, Standard Deviations, and Analysis of Variance (ANOVA) Results for Number of Two or More English Word Phrases Used by the Child During the Session at Time 1 and Time 4

	Control		Intervention		ANOVA F			
	(N=8)		(N=8)					
	M	SD	M	SD	df	MS	F	p
TIME 1								
MOREENG	1.0	2.07	1.25	1.58				
Between Groups					1	.25	.07	.79
Within Groups					14	3.39		
Time 4								
MOREENG	2.38	3.96	3.25	3.54				
Between Groups					1	3.06	.21	.65
Within Groups					14	14.10		

Table 27

Means, Standard Deviations, and Analysis of Variance (ANOVA) Results for Total Number of Three or More English Word Phrases at Time 1 and Time 4

	Control (N=8)		Intervention (N=8)		ANOVA F			
	M	SD	M	SD	df	MS	F	p
TIME 1								
MOREENG2	.38	1.06	.63	1.06				
Between Groups					1	.25	.22	.64
Within Groups					14	1.13		
Time 4								
MOREENG2	1.0	2.14	1.38	2.13				
Between Groups					1	.56	.12	.73
Within Groups					14	4.56		

Table 28

Means, Standard Deviations, and Analysis of Variance (ANOVA) Results for Total Number of Two English Word Phrases at Time 1 and Time 4

	Control (N=8)		Intervention (N=8)		ANOVA F			
	M	SD	M	SD	df	MS	F	p
TIME 1								
WORDENG2	.75	1.17	.75	1.49				
Between Groups					1	.00	.00	1.0
Within Groups					14	1.79		
Time 4								
WORDENG2	1.75	3.06	2.75	2.82				
Between Groups					1	4.0	.46	.51
Within Groups					14	8.64		

Table 29

Means, Standard Deviations, and Analysis of Variance (ANOVA) Results for Total Number of Single English Words at Time 1 and Time 4

	Control (N=8)		Intervention (N=8)		ANOVA F			
	M	SD	M	SD	df	MS	F	p
TIME 1								
WORDSPO2	1.50	3.85	6.0	9.35				
Between Groups					1	81.00	1.58	.23
Within Groups					14	51.14		
Time 4								
WORDSPO2	3.25	4.43	14.13	12.70				
Between Groups					1	473.06	5.23	.04
Within Groups					14	90.46		

Table 30

Means, Standard Deviations, and Analysis of Variance (ANOVA) Results for Number of Different English Words Used by the Child During the Session at Time 1 and Time 4

	Control (N=8)		Intervention (N=8)		ANOVA F			
	M	SD	M	SD	df	MS	F	p
TIME 1								
WORDSPOK	2.0	4.47	5.13	5.69				
Between Groups					1	39.06	1.49	.24
Within Groups					14	26.21		
Time 4								
WORDSPOK	5.13	7.26	12.00	10.04				
Between Groups					1	189.06	2.46	.14
Within Groups					14	76.78		

APPENDIX N

Figure 1. Time 1 and Time 4 scores for Child Positive Affect

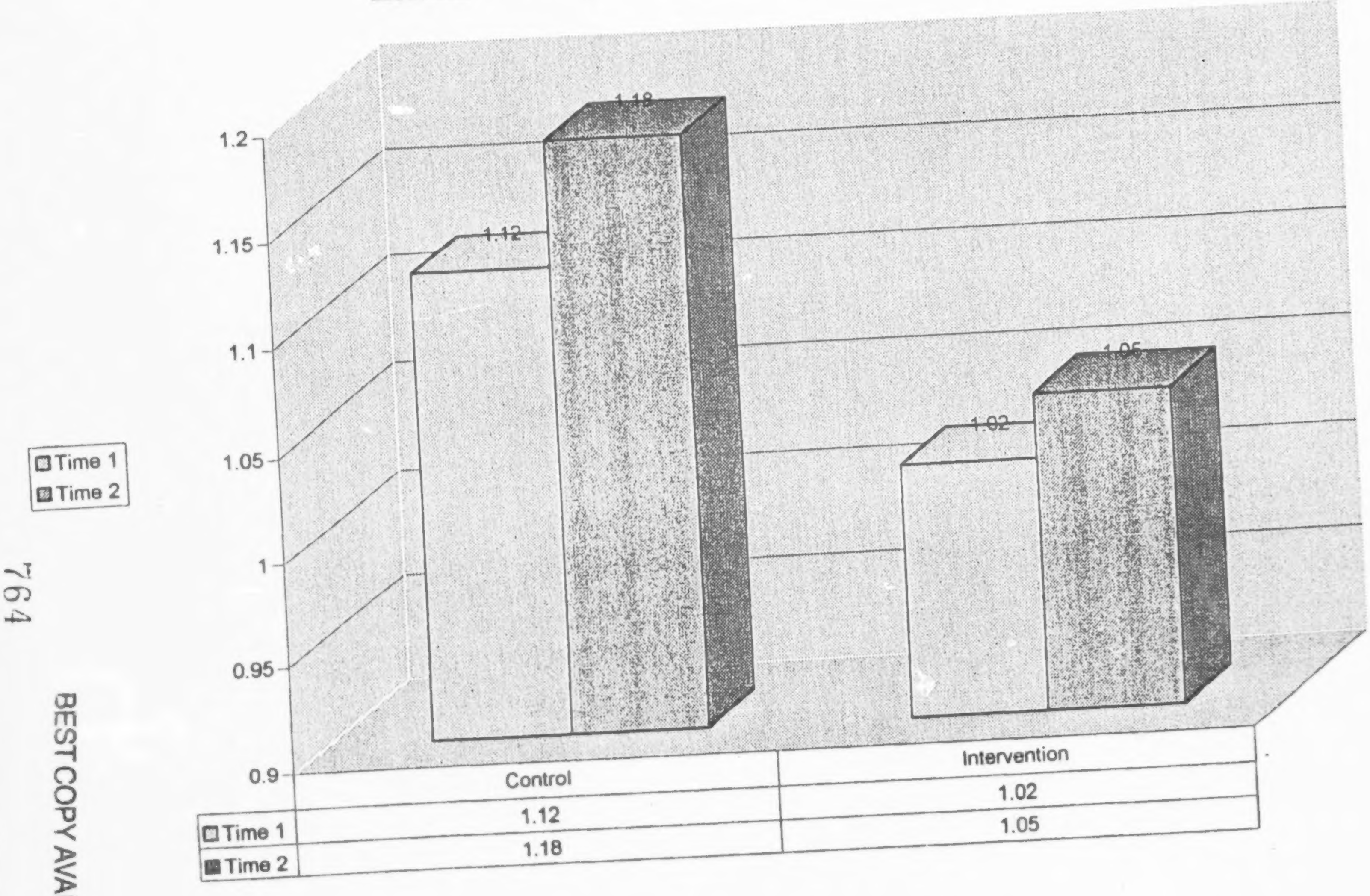

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Figure 2. Time 1 and Time 4 scores for Child Negative Affect

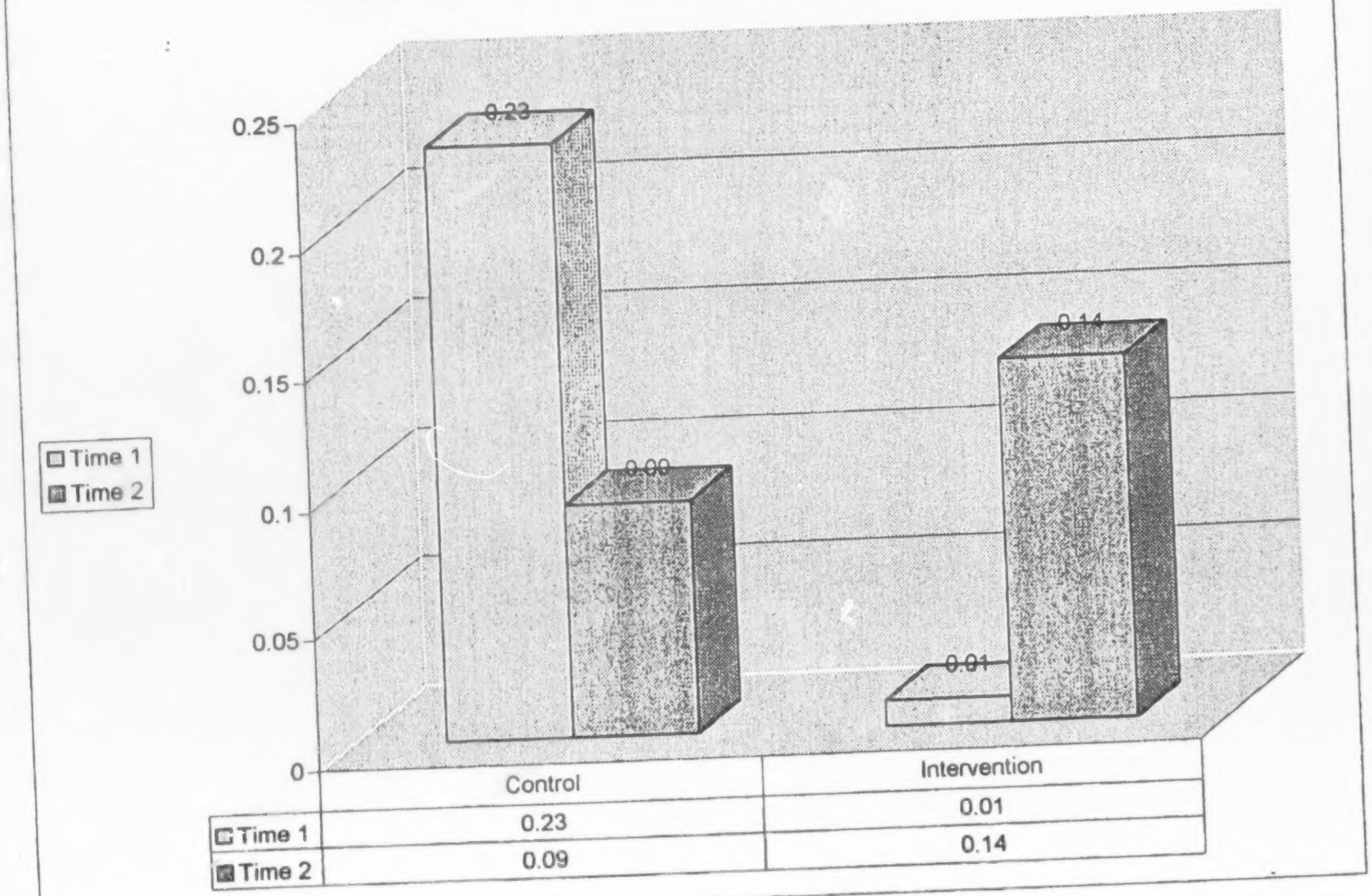

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Figure 3. Time 1 and Time 4 scores for Child Engagement

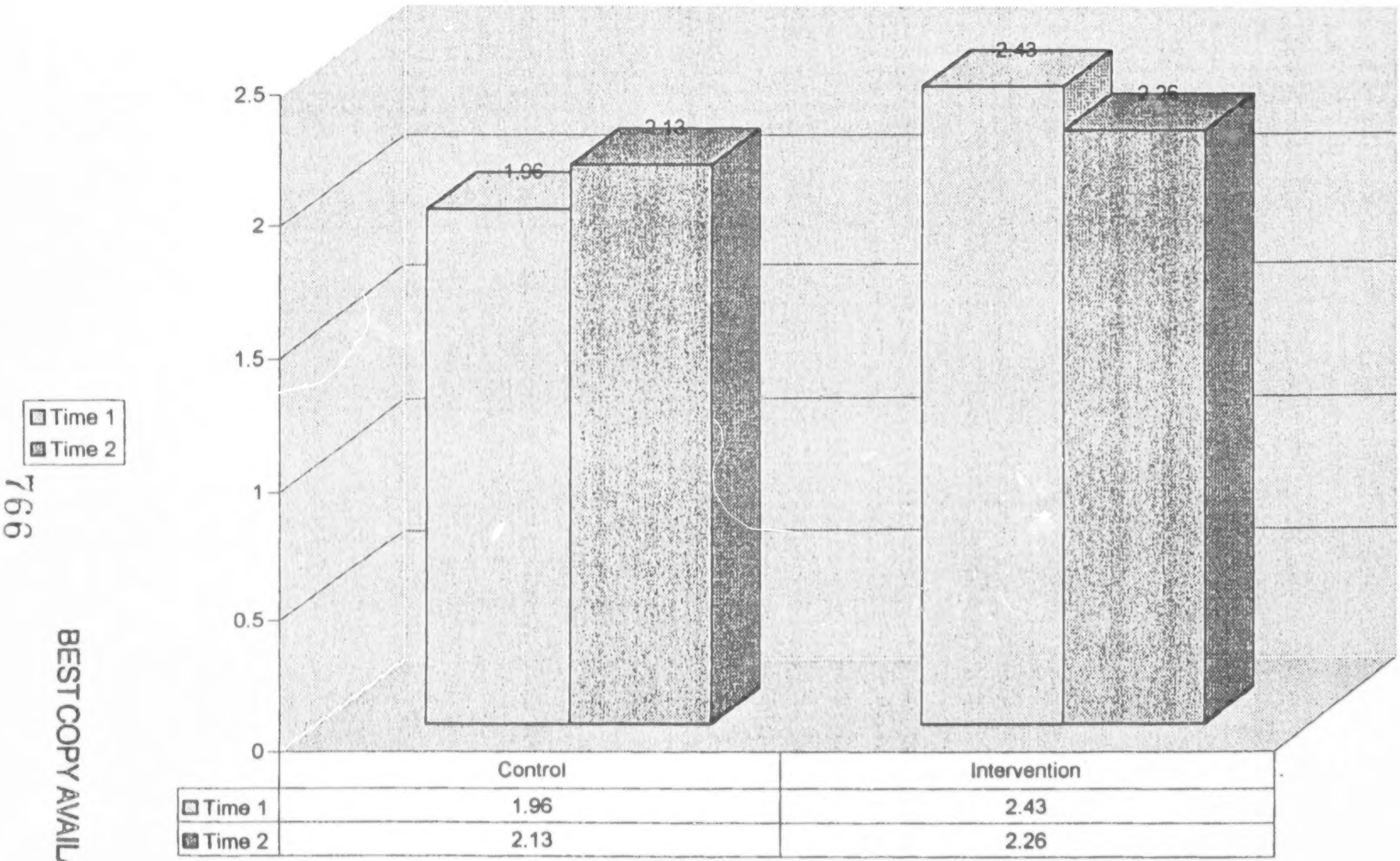

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Figure 4. Time 1 and Time 4 scores for Parent Responsiveness

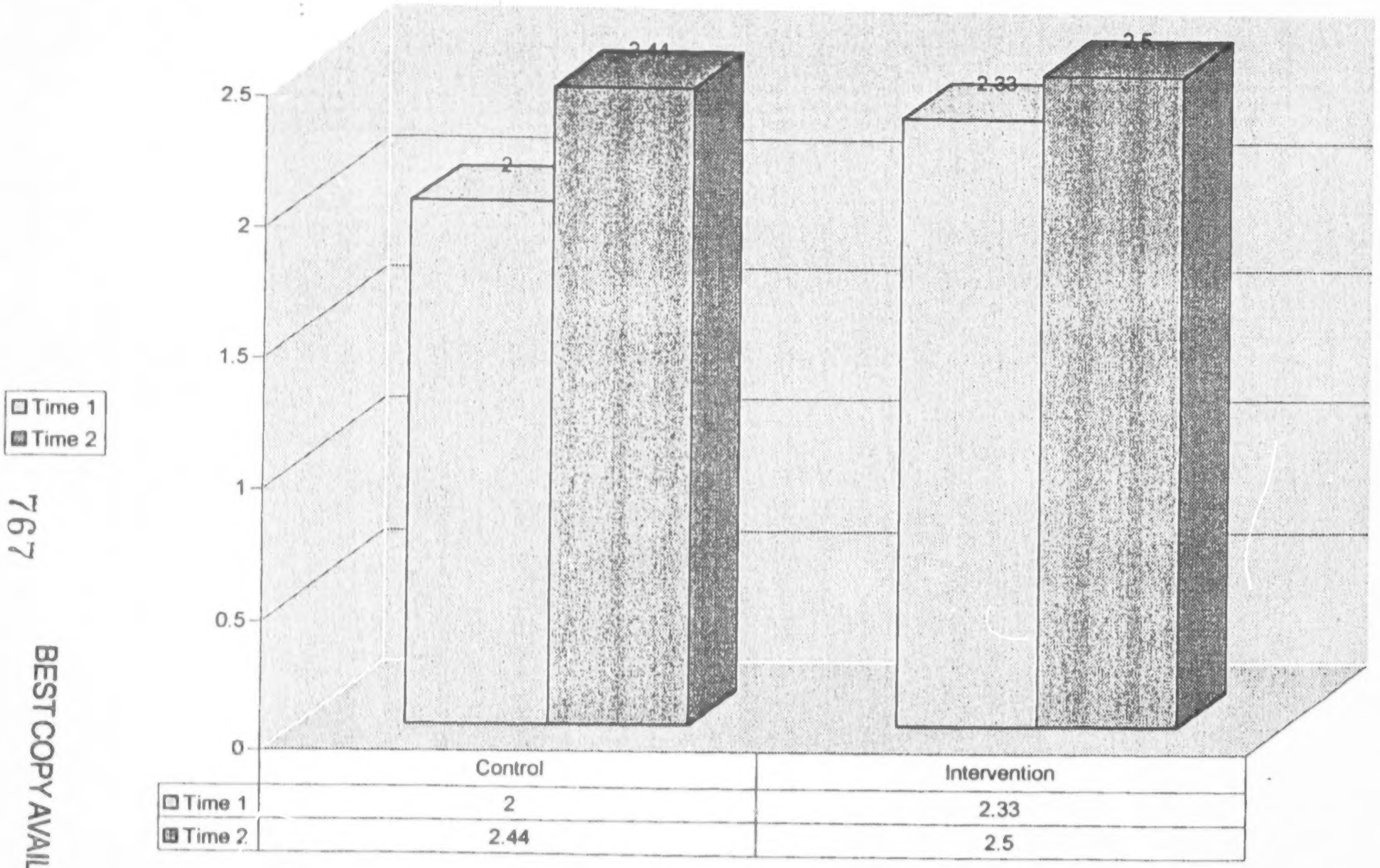

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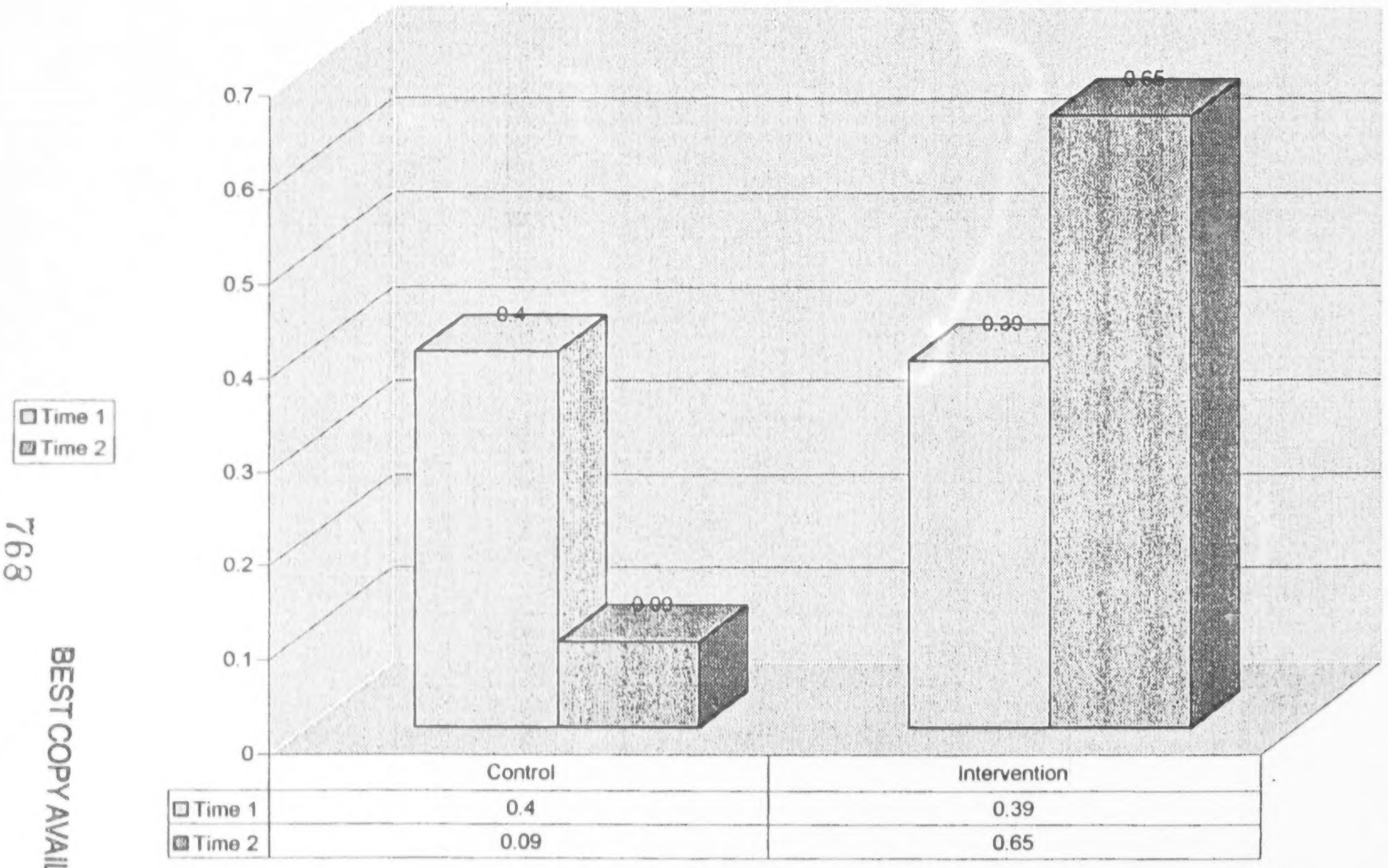
Figure 5. Time 1 and Time 4 scores for Parent Elaborations



	Control	Intervention
☐ Time 1	0.4	0.39
▨ Time 2	0.09	0.65

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Figure 6. Time 1 and Time 4 scores for Parent Directiveness

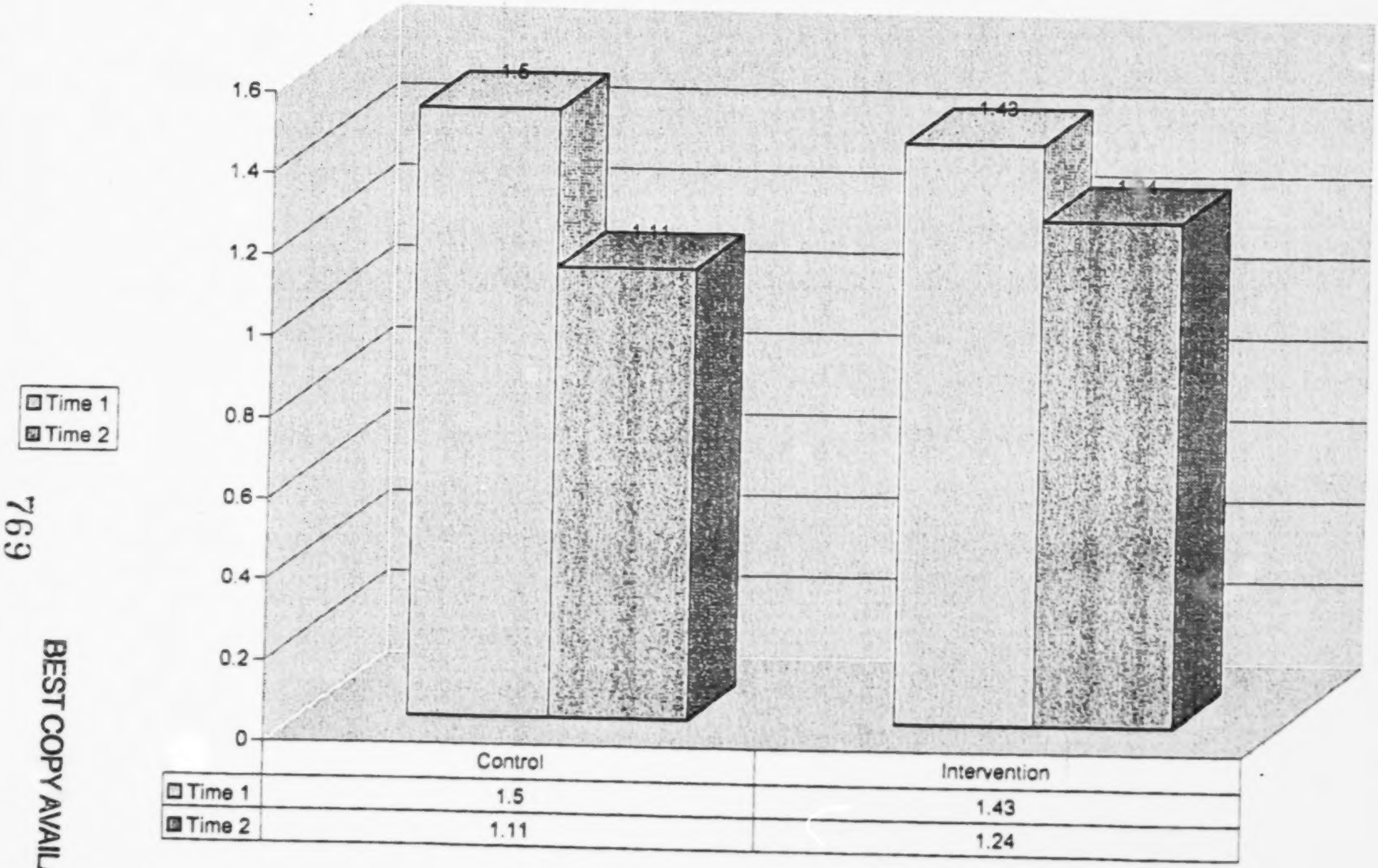

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Figure 7. Time 1 and Time 4 scores for Parent Positive Affect

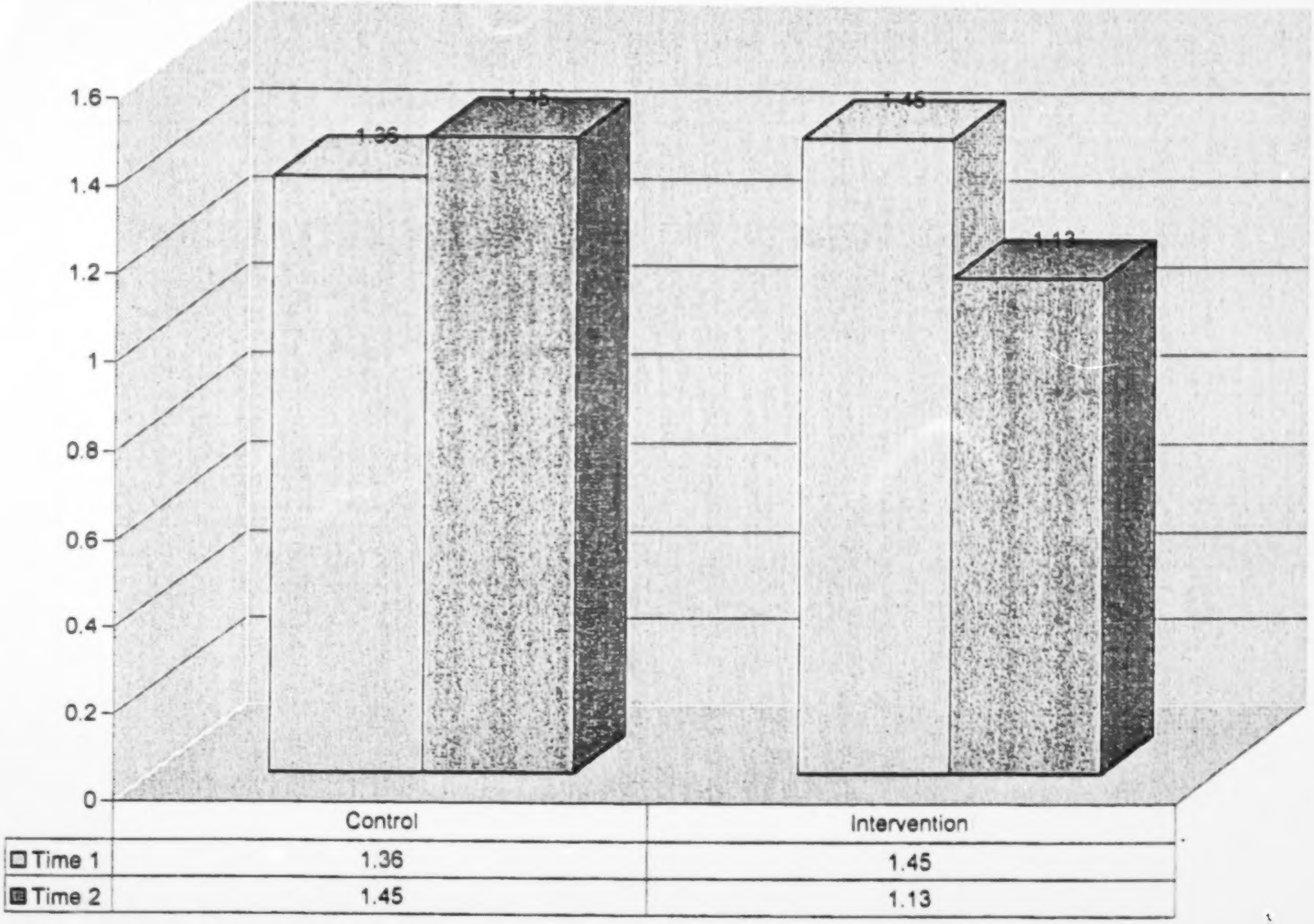

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Figure 8. Time 1 and Time 4 scores for Parent Appropriateness

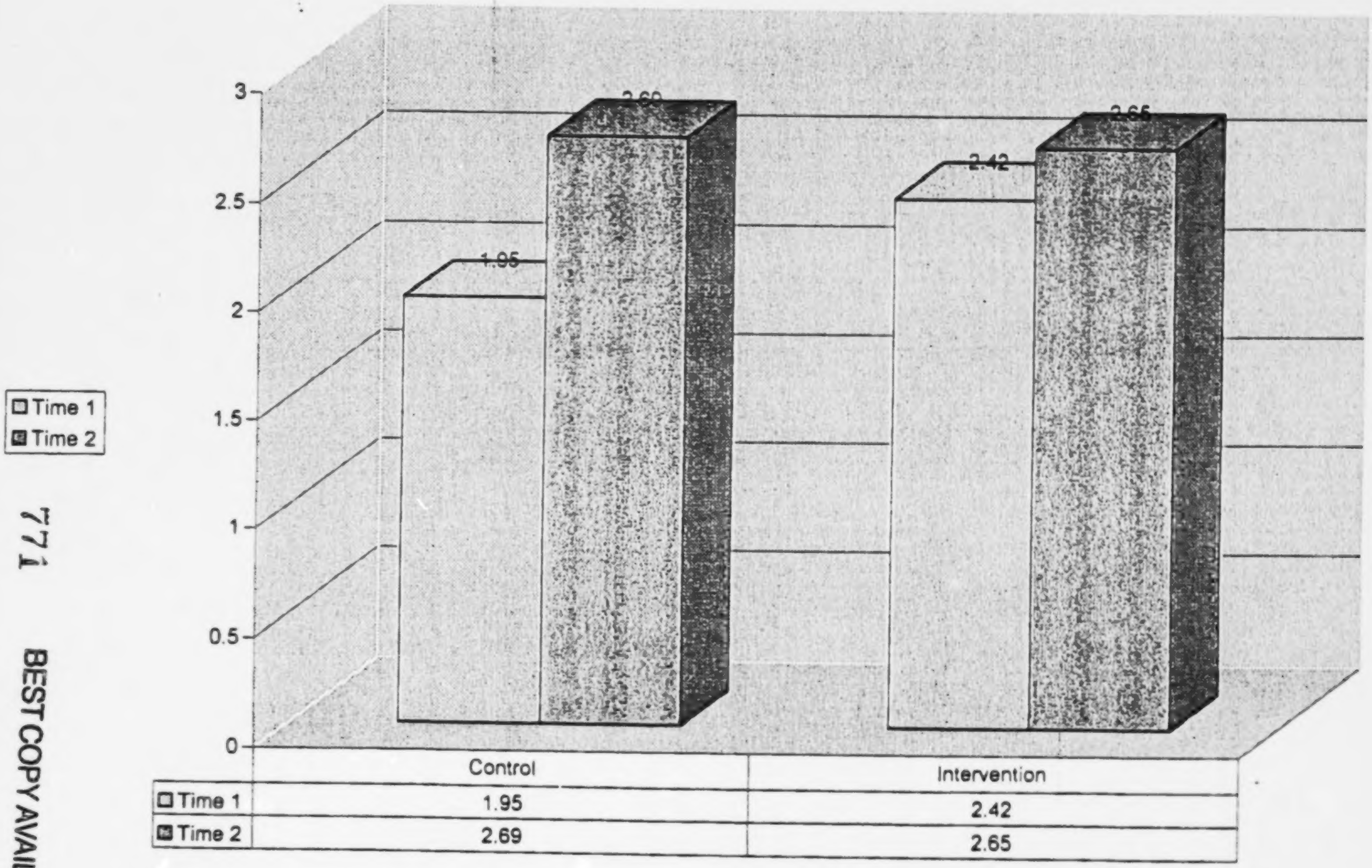

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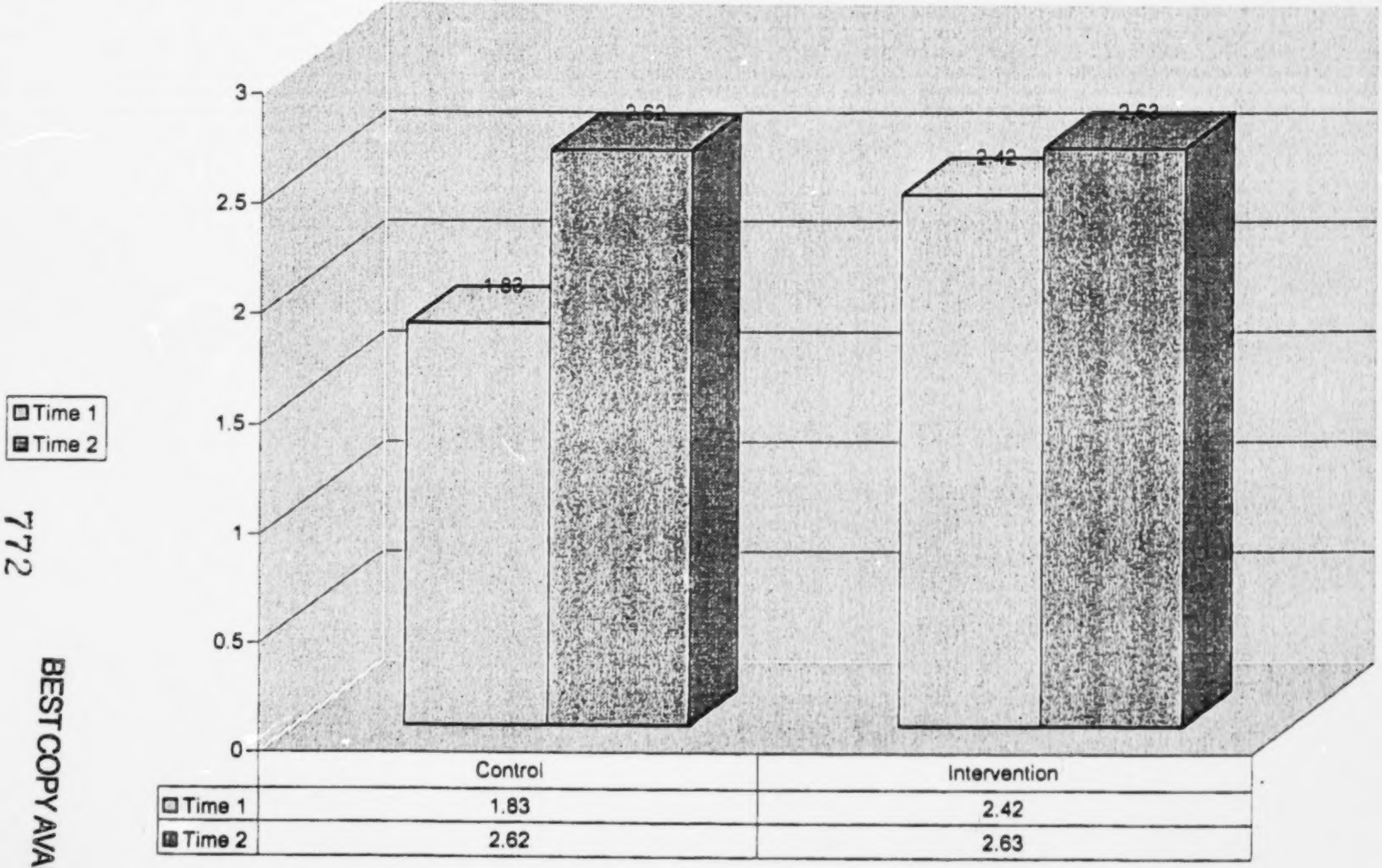
Figure 9. Time 1 and Time 4 scores for Parent Effectiveness.



	Control	Intervention
☐ Time 1	1.83	2.42
▨ Time 2	2.62	2.63

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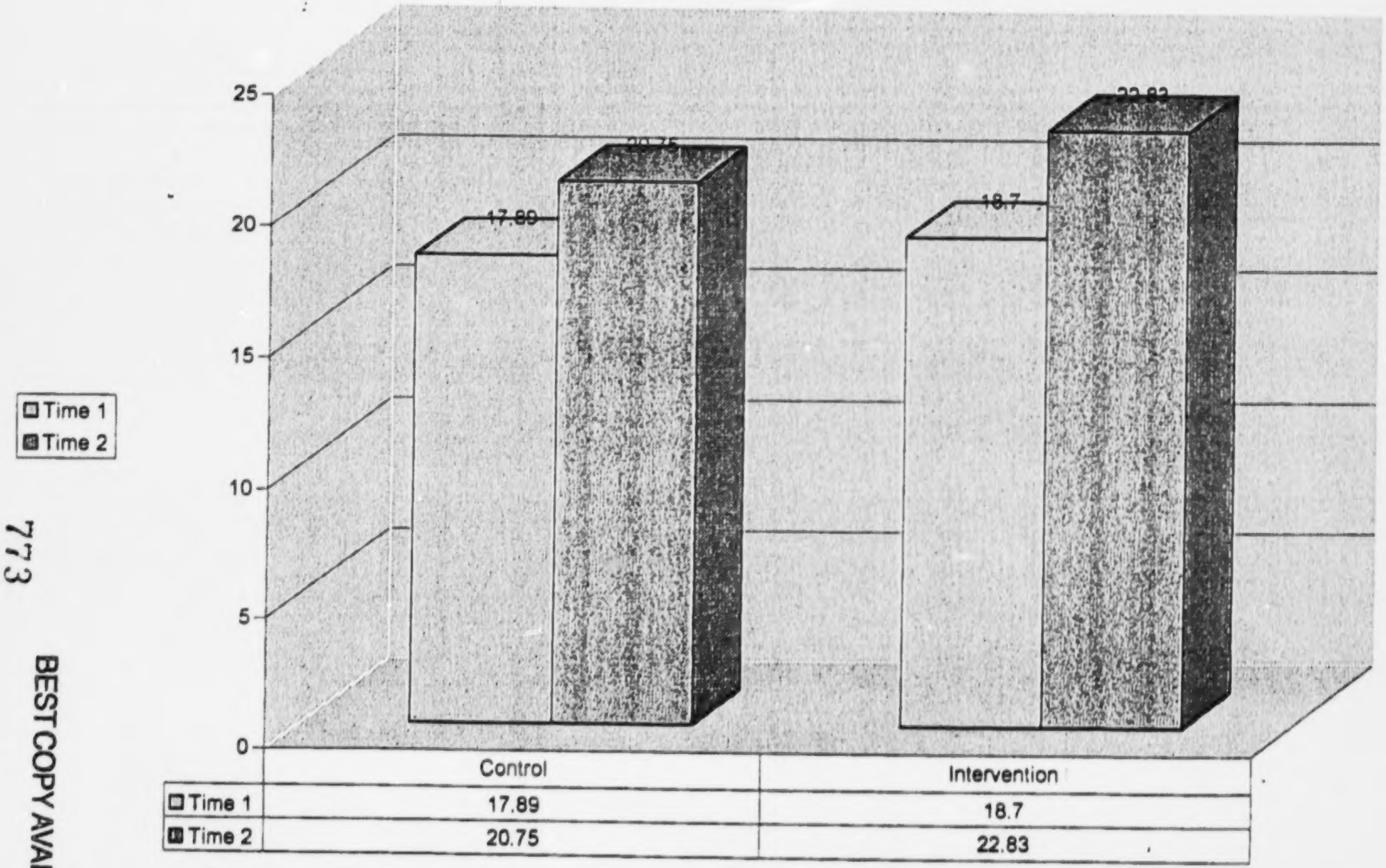

Figure 10. Time 1 and Time 4 scores for Overall Age Equivalent Score (in months)

	Control	Intervention
☐ Time 1	17.89	18.7
▨ Time 2	20.75	22.83

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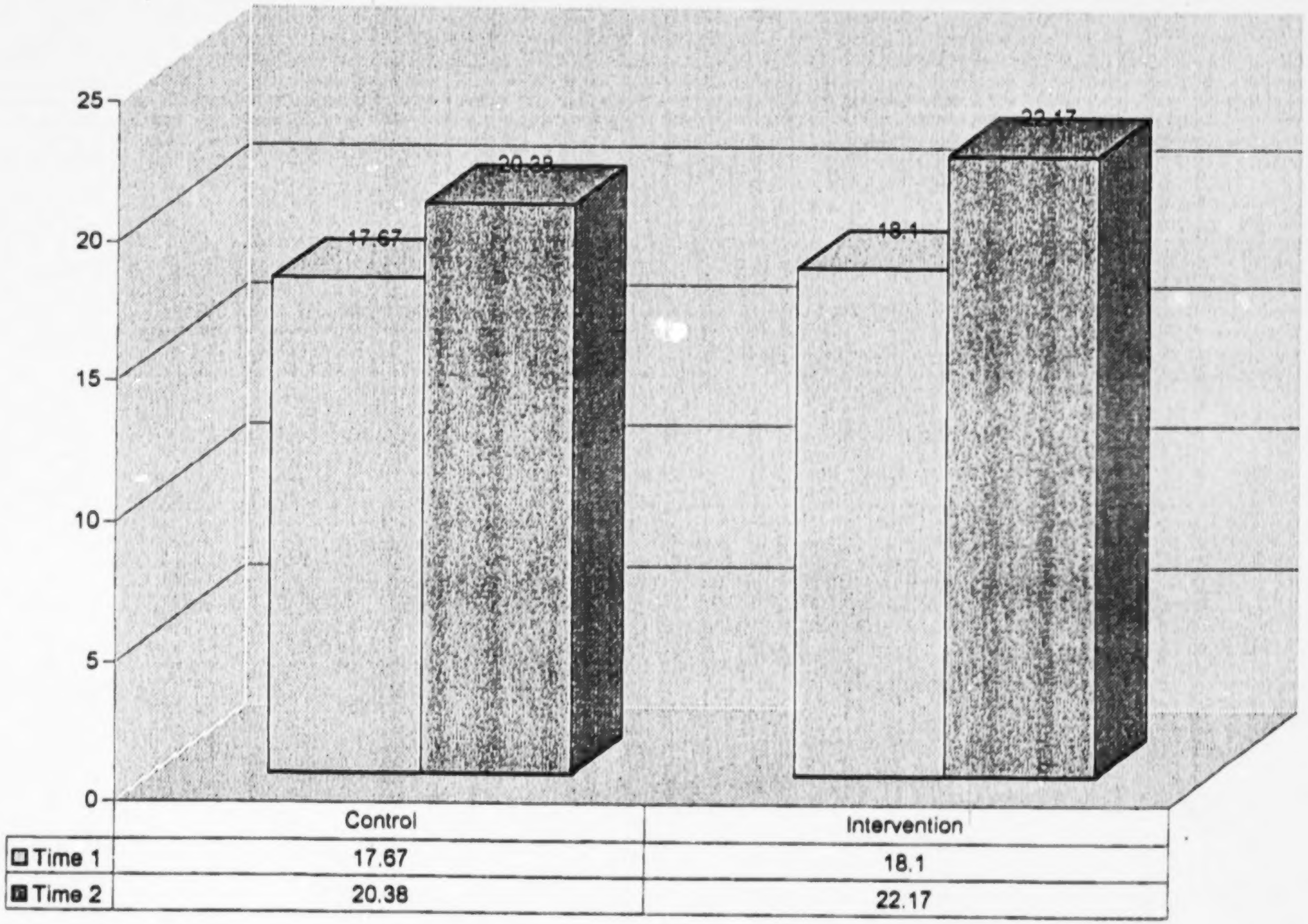

	Control	Intervention
☐ Time 1	17.67	18.1
▣ Time 2	20.38	22.17

Figure 11. Time 1 and Time 4 scores for Developmental Cognition Age Equivalent

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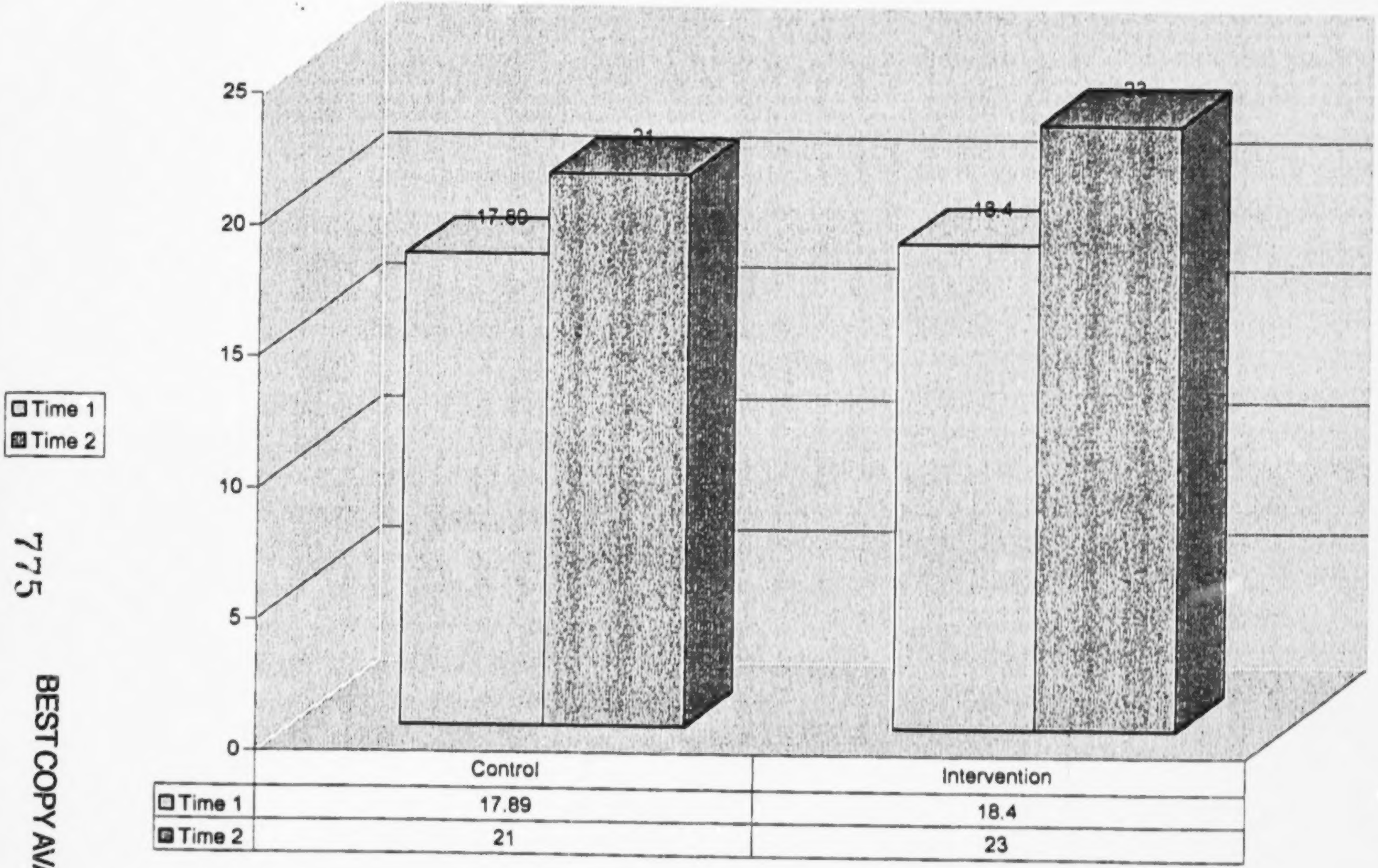
Figure 12. Time 1 and Time 4 scores forDevelopmental Language Age Equivalent



	Control	Intervention
☐ Time 1	17.89	18.4
▨ Time 2	21	23

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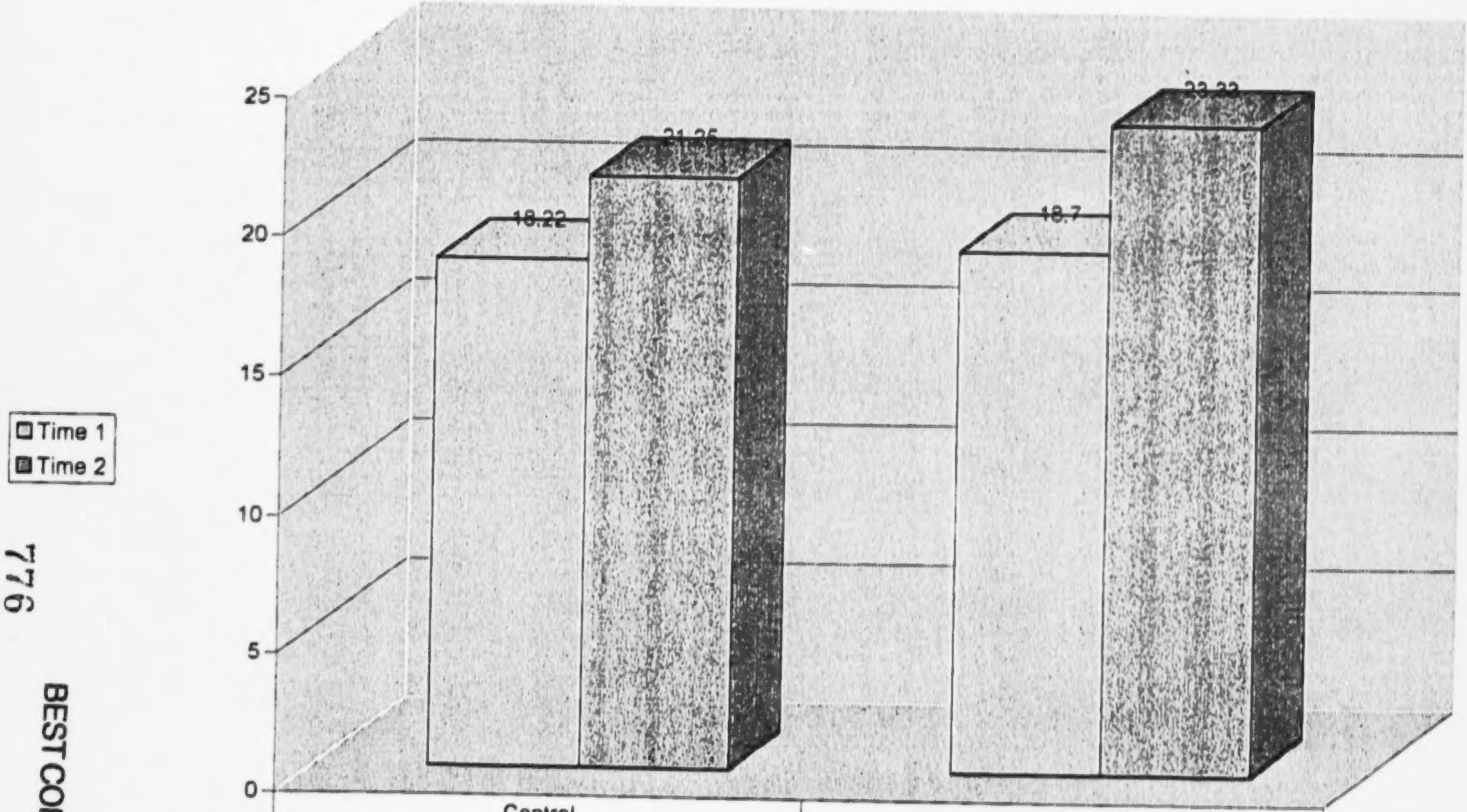
Figure 13. Time 1 and Time 4 scores for Developmental Social Age Equivalent



	Control	Intervention
☐ Time 1	18.22	18.7
▨ Time 2	21.25	23.33

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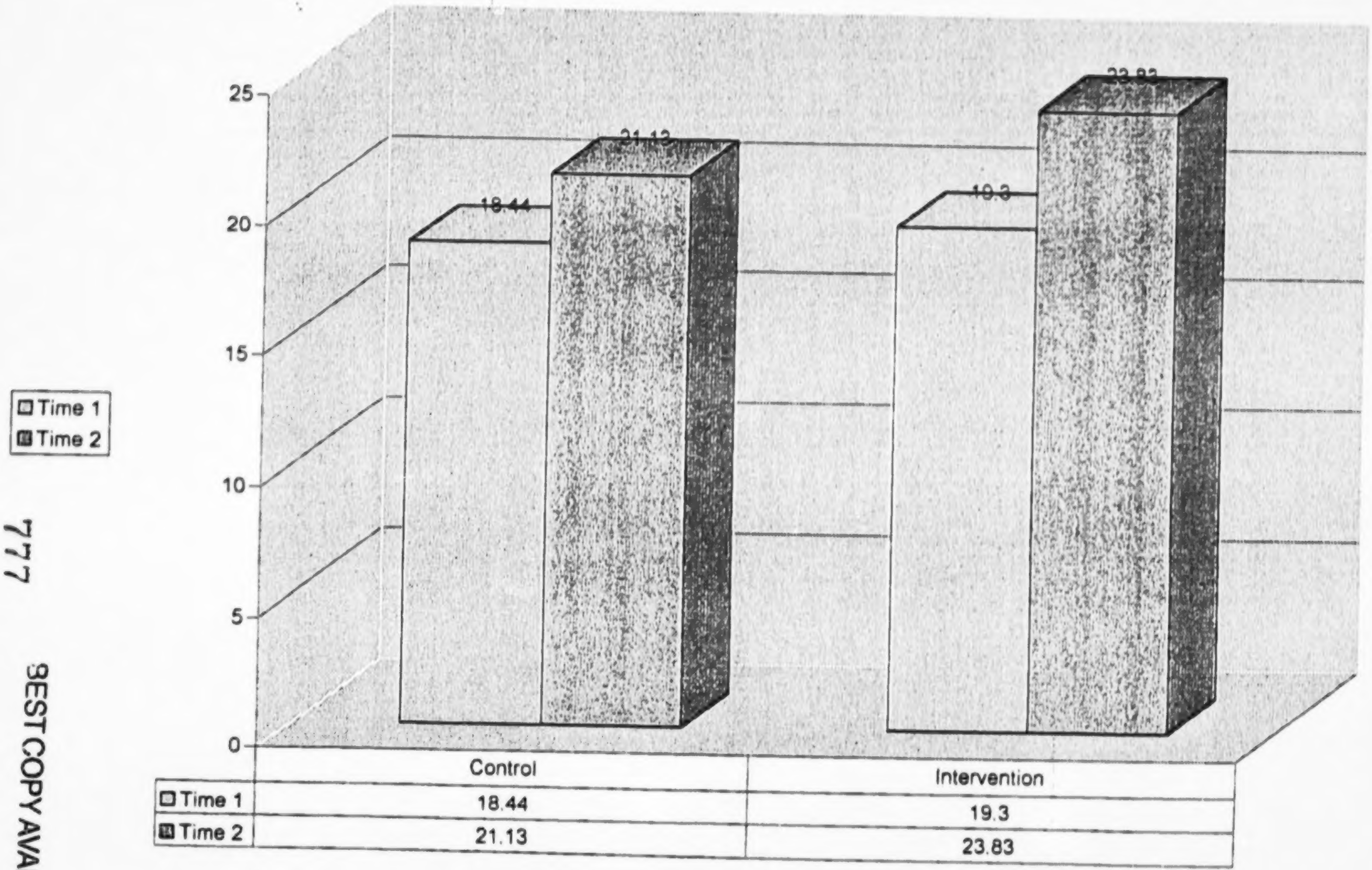
Figure 14. Time 1 and Time 4 scores forDevelopmental Motor Age Equivalent



	Control	Intervention
☐ Time 1	18.44	19.3
▩ Time 2	21.13	23.83

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Figure 9. Time 1 and Time 4 scores for Parent Effectiveness.

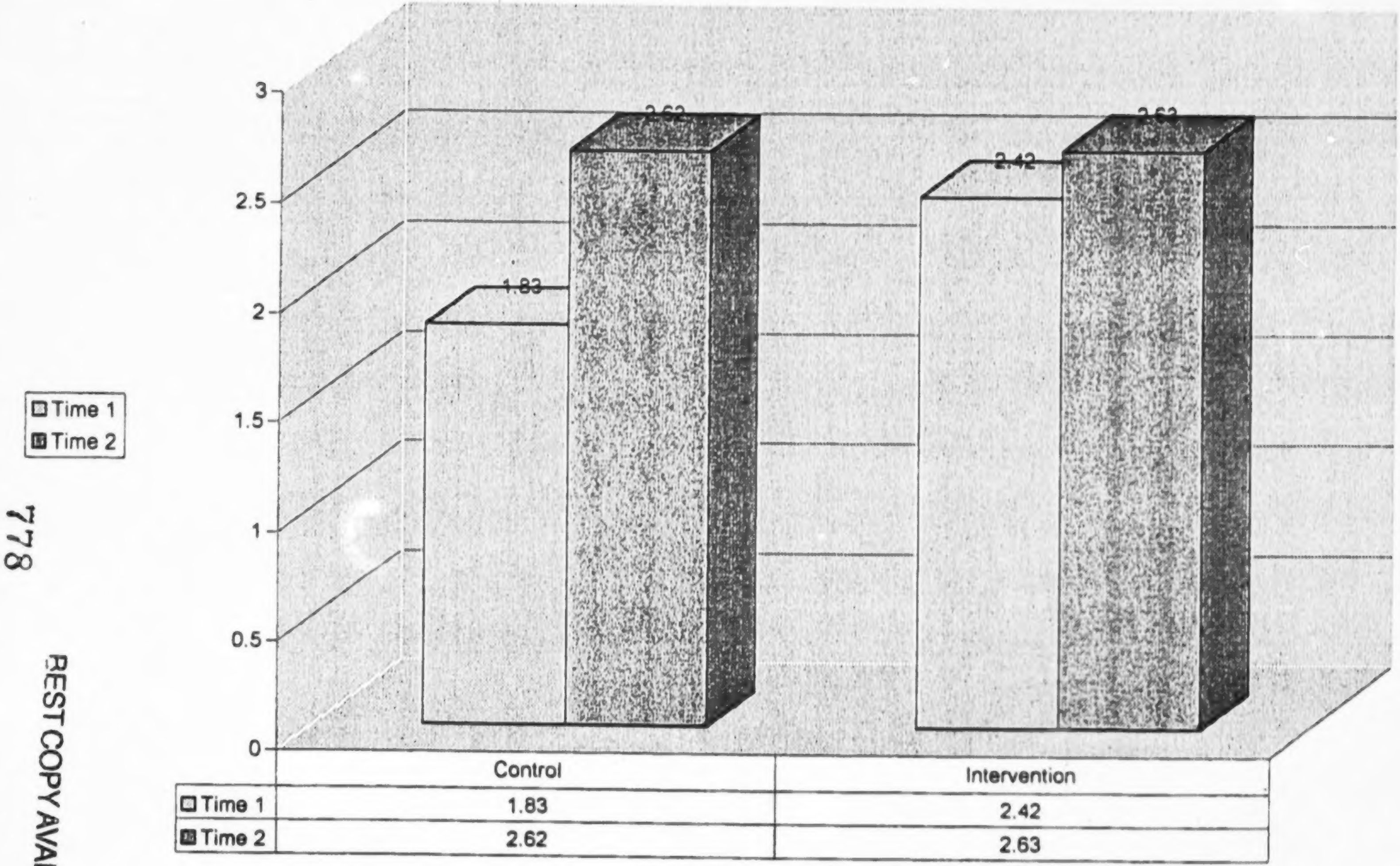

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Figure 15. Time 1 and Time 4 scores for number of novel English words spoken not previously recorded.

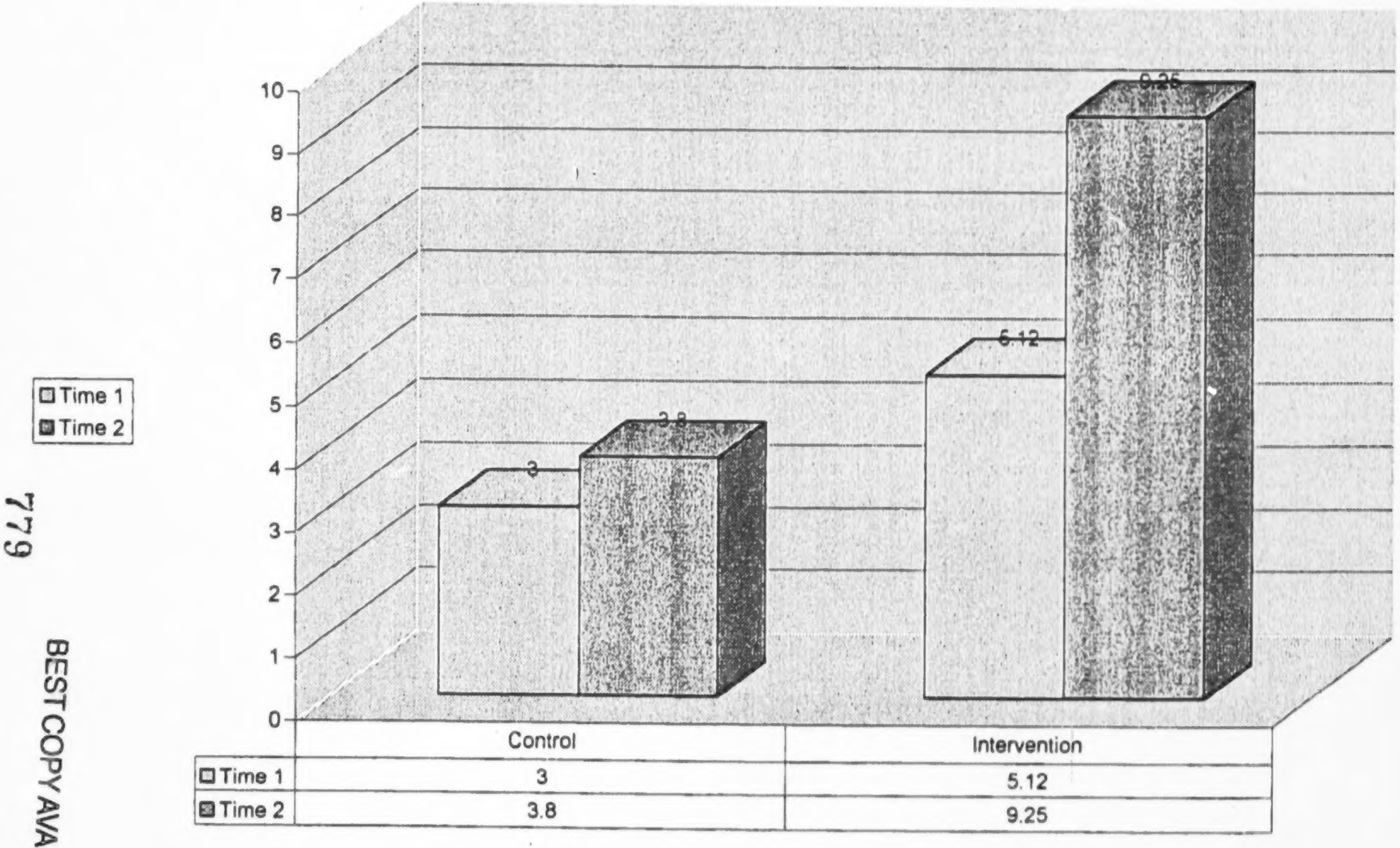

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Figure 16. Time 1 and Time 4 scores for number of one-word English utterances used by child during session.

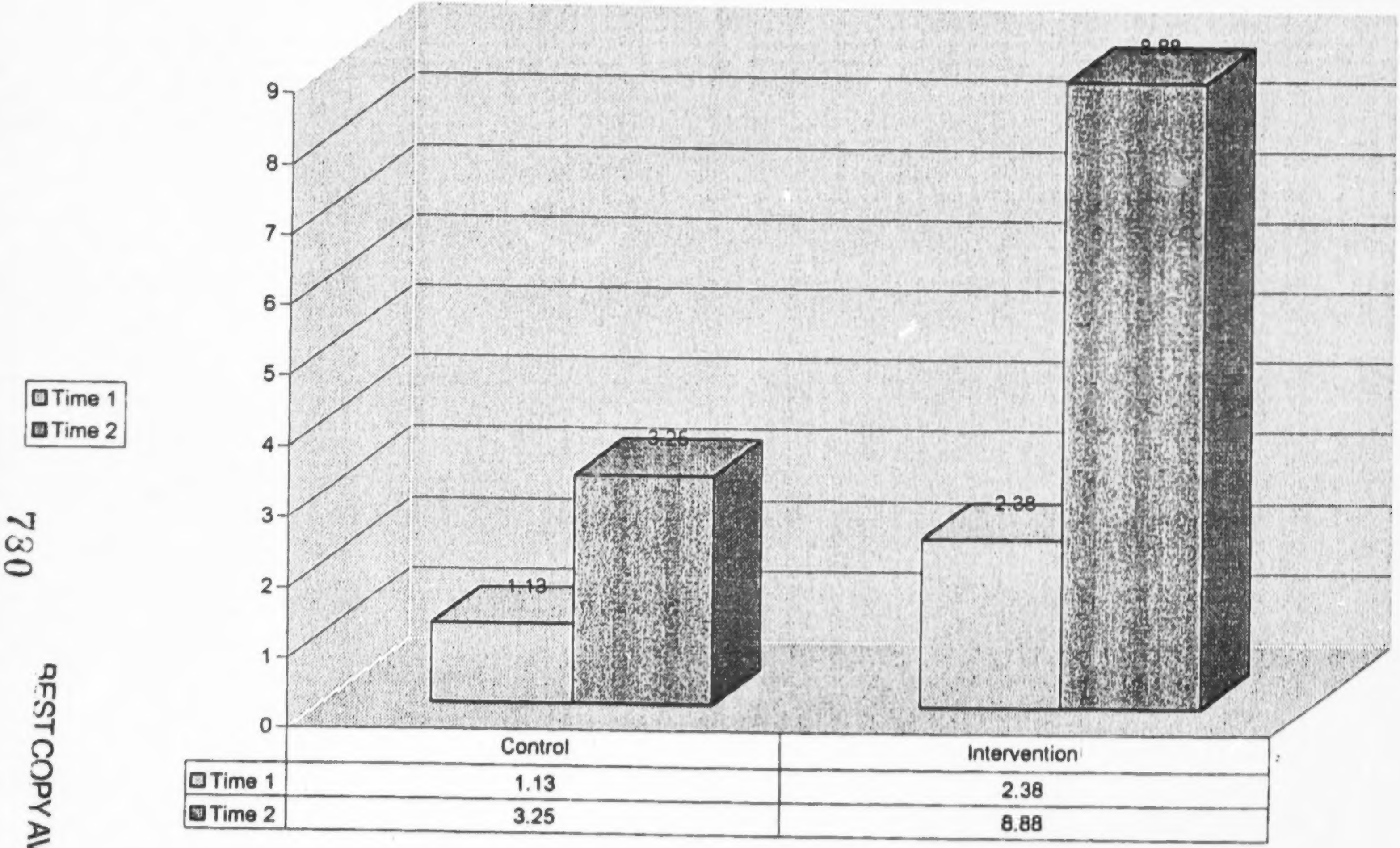

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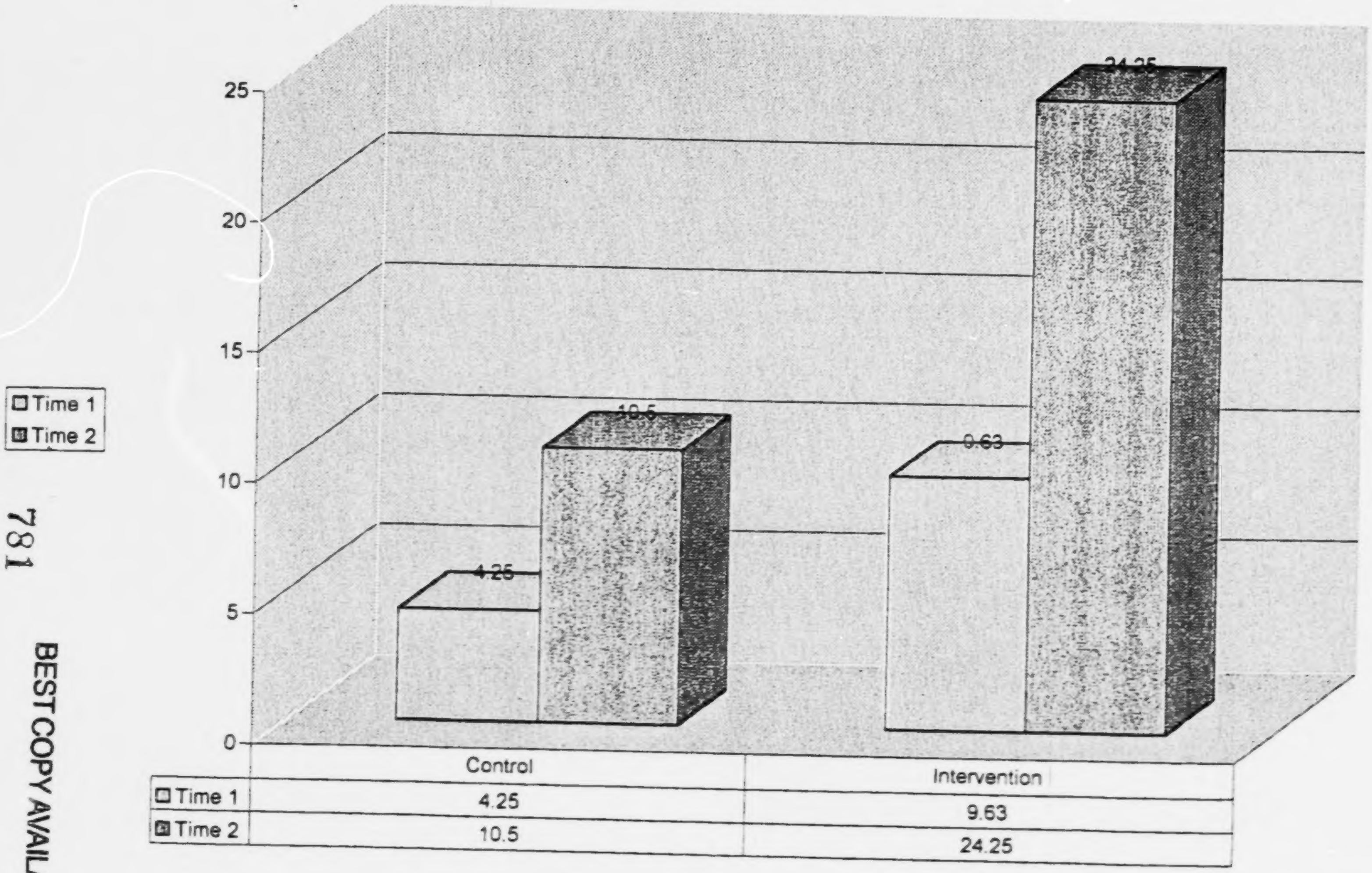
Figure 17. Time 1 and Time 4 scores for total number of English words.



	Control	Intervention
☐ Time 1	4.25	9.63
▨ Time 2	10.5	24.25

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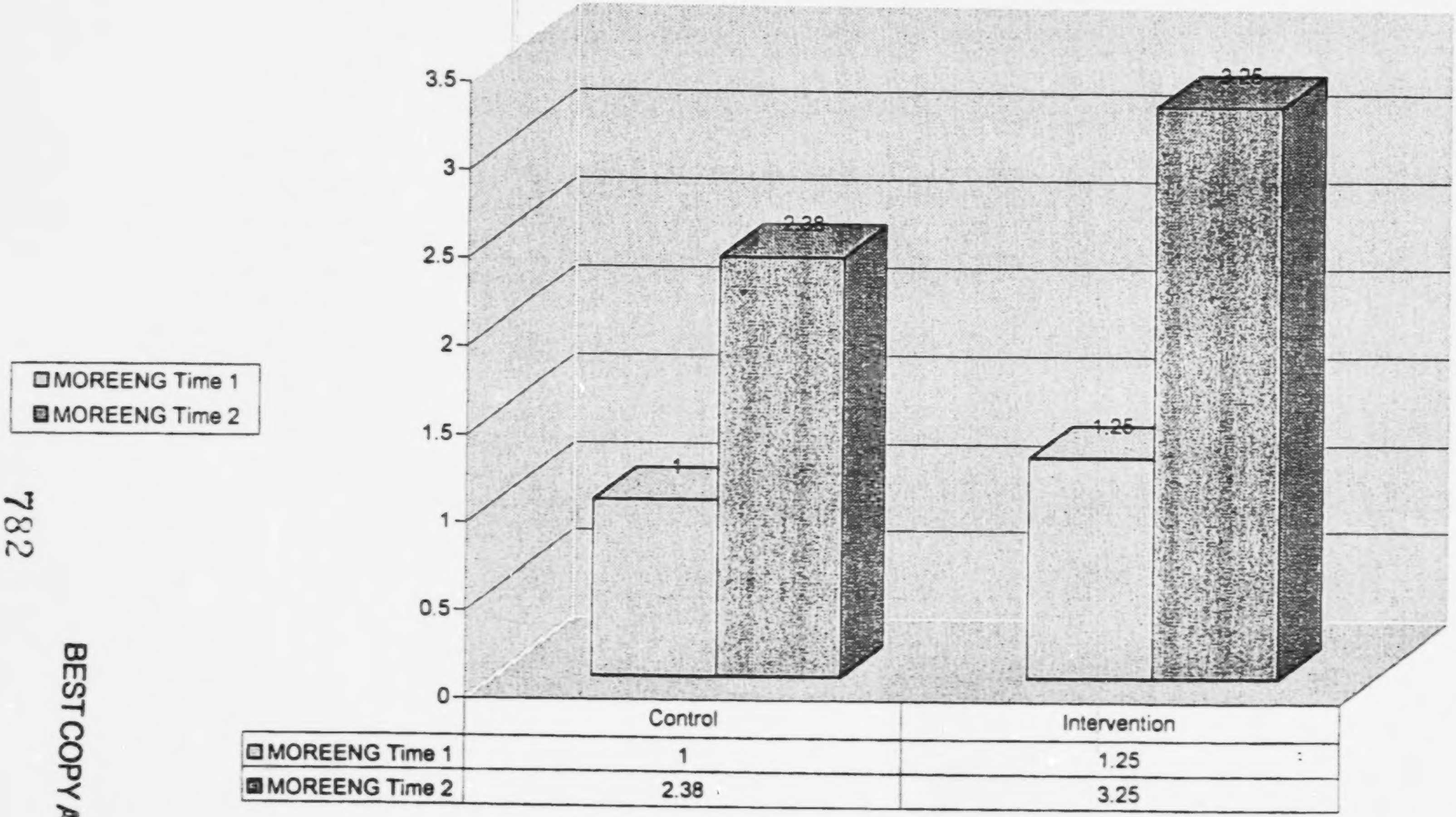
Figure 18. Time 1 and Time 4 scores for number of two or more English word phrases used by child during session.



	Control	Intervention
☐MOREENG Time 1	1	1.25
▨MOREENG Time 2	2.38	3.25

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Figure 19. Time 1 and Time 4 scores for total number of two English word phrases.

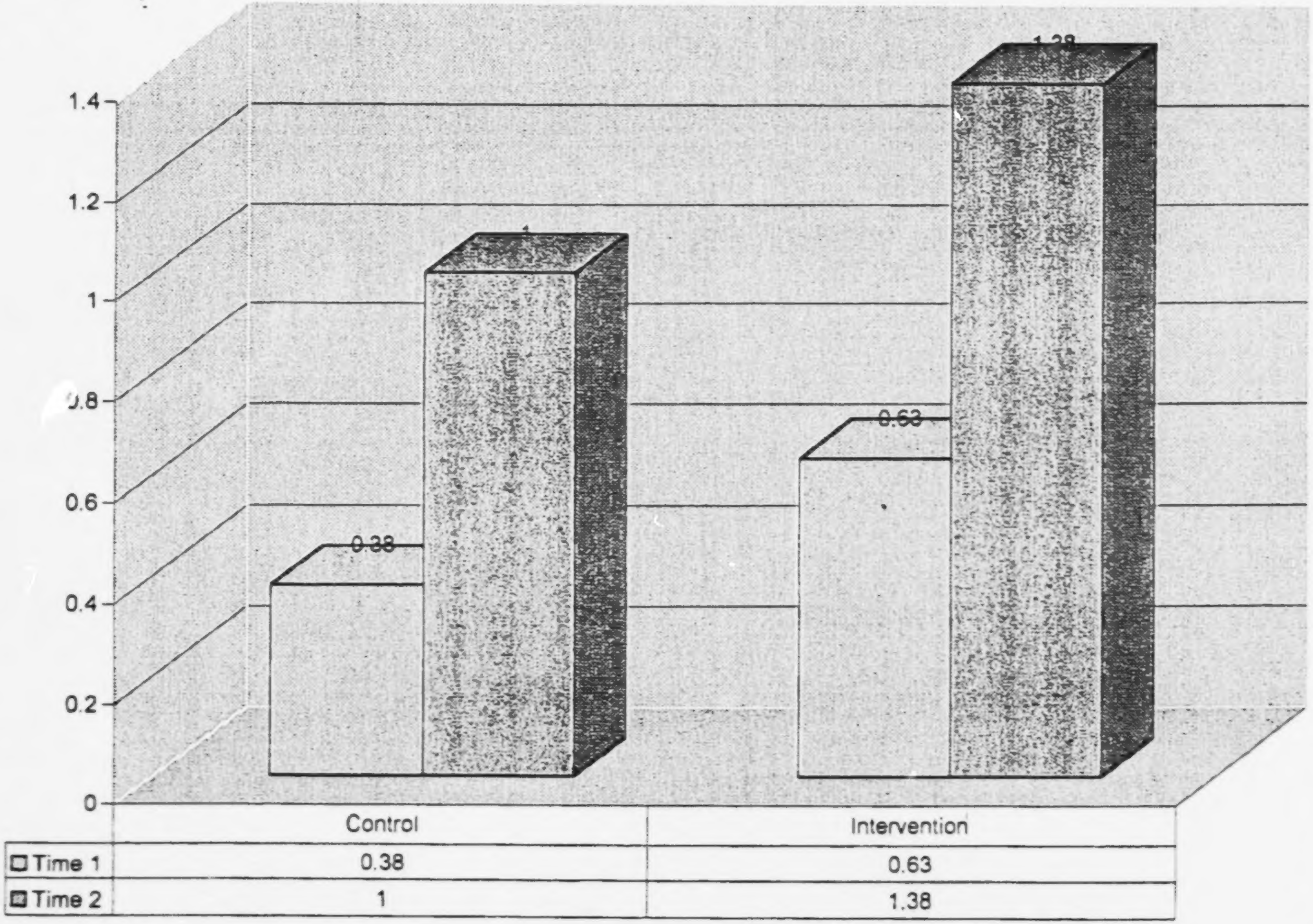

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Figure 20. Time 1 and Time 4 scores for total number of three or more English word phrases.

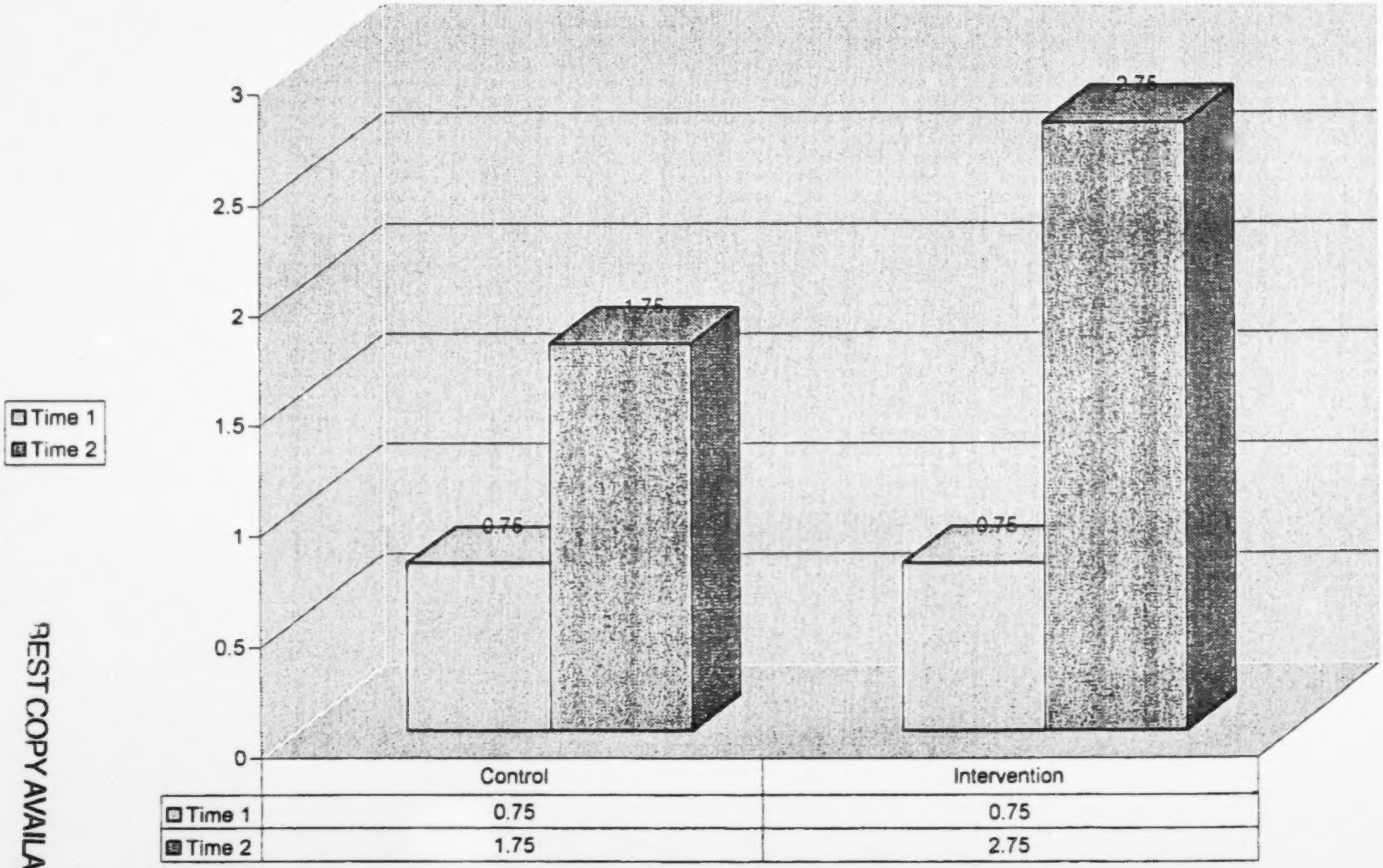

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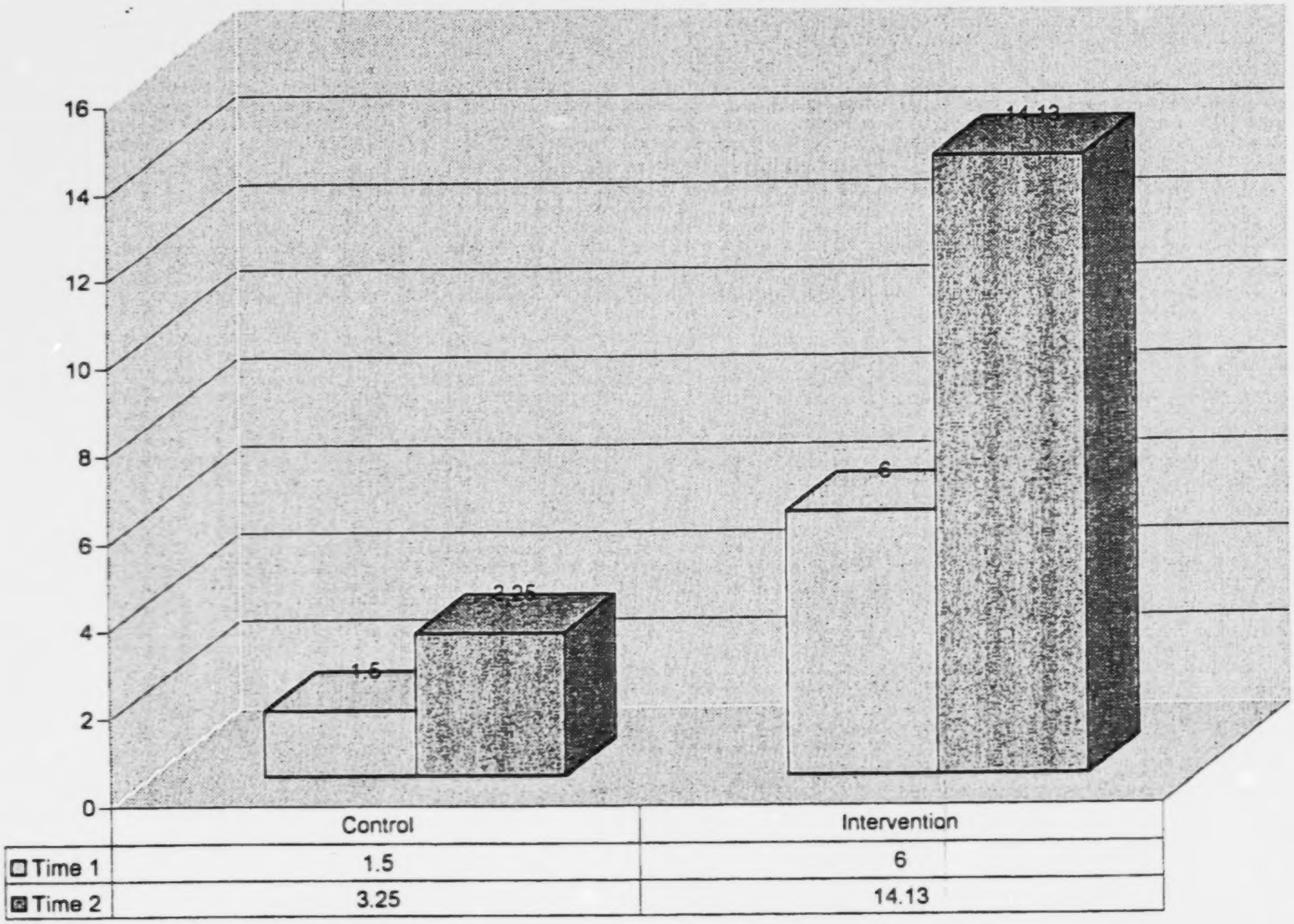
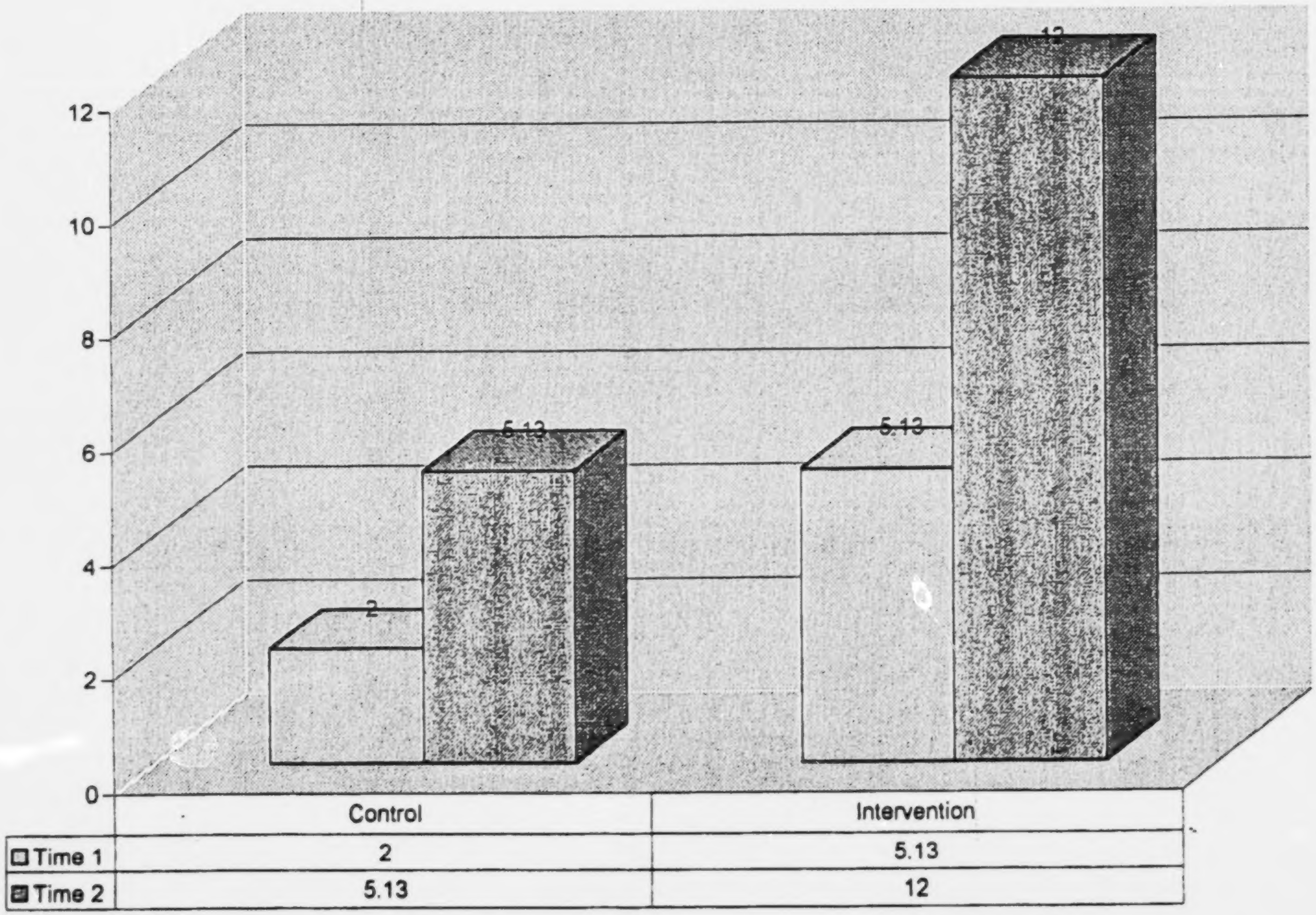
Figure 21. Time 1 and Time 4 scores for total number of single English words.



	Control	Intervention
□Time 1	1.5	6
▨Time 2	3.25	14.13

Figure 22. Time 1 and Time 4 scores for number of different English words used by the child during the session.



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